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ABSTRACT

The report examines the needs and methods for administrative self-renewal from several viewpoints--Forbes Bottomly, Terrel Bell, Ralph Nader, Price Cobbs, Malcolm Knowles, Philip Swain, and Edward Brainard. The introduction notes that rates of change in all fields of education are increasing, but the infusion of techniques and ideas via new personnel is slowing. Average age and service time of administrators is increasing and in order to retain and improve the competence of administrators, techniques of adult learning are needed. A critical examination of our consumer society is tied into examining the educational system itself as a product, one which should be consumer oriented and accountable. From a psychiatric view, mid-career is a time of crises--in motivation, outlook, confidence, and morale. Recognizing these problems and finding methods to deal with them are of top priority. Basic to this is the need to view education as a lifelong process of developing roles for coping with life. Another report examines the dynamics of implementing training programs in a business firm. Recognizing that industry has its particular problems with management renewal, it stresses that the receptiveness of the administrator is basic to the success of the program. The concluding report examines the experience of the Colorado state school system in setting up a program, describing the administrator renewal concept, the characteristics of effective district programs, and how the Department of Education is helping the districts set up their programs. The balance of the report deals with a presentation and panel discussion of the United States-OECD Forum of Educational Leaders 1975 retreat, a roster of conference speakers and biography. (MB)

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PEAK USE OF PEAK YEARS

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AN EXAMINATION OF MIDCAREER POTENTIAL

1975
CHIEF STATE SCHOOL OFFICERS
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PEAK USE OF PEAK YEARS

A Report of the

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Editor

Forbes Bottomly, Institute Director
Professor of Education
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Forbes Bottomly

1975 Director

CONTENTS

INTRODUCTION: PEAK USE OF PEAK YEARS	FORBES BOTTOMLY	1
SCHOOL IMPROVEMENT THROUGH DEVELOPING LEADERSHIP CAPACITY	TERREL H. BELL	9
AND JUSTICE FOR ALL: A CHALLENGE TO MIDCAREER EDUCATORS	RALPH NADER	15
MIDCAREER: CREATIVITY OR DECLINE	PRICE M. COBBS, M.D.	30
TOWARD A MODEL OF LIFELONG EDUCATION WITH SPECIAL REFERENCES TO MIDCAREER PROFESSIONALS	MALCOLM S. KNOWLES	35
HOW INDUSTRY SPARKS MIDCAREER PROFESSIONALS AND MANAGERS	PHILIP B. SWAIN	40
HOW ONE STATE DOES IT: A REPORT ON THE COLORADO SCHOOL-DISTRICT-DEVELOPED ADMINISTRATOR RENEWAL PROGRAMS	EDWARD BRAINARD	57
RECOMMENDATIONS AND PERCEPTIONS V.S. - OECD FORUM OF EDUCATIONAL LEADERS		84
ROSTER OF CHIEF STATE SCHOOL OFFICERS AND FACULTY OF 1975 INSTITUTE		113

INTRODUCTION

INTRODUCTION

PEAK USE OF PEAK YEARS

Forbes Bottomly

We are growing older, we in the profession of education. If present trends continue we will grow older still. Jack Nix, President of the Council of Chief State School Officers and member of the forum of O.E.C.D. said, "In my opinion we will have less turnover in the next 10 years than previously: In fact, about 60% of those teaching today will still be teaching 10 years hence." (See Page 84).

This aging process is a recent development. It first became apparent in 1970, breaking the juvenescent trend which had characterized us for many of the years since World War II. According to the NEA Research Division's 1973 report on teacher supply and demand in public schools, the percent of all teachers of 40-49 years of age increased from 17.8 in 1970-71 to 20.9 in 1972-73. And for the 30-39 age group the percent increase was from 22.8 to 25.5. During the same period the group below 30 years of age declined from 37.1 percent to 36.6.[1] This has happened despite the tendency for School Boards to replace teachers leaving with young ones as a means of stretching the personnel budget.

From a 1975 perspective, one might ask: so what? An answer cannot be precise nor entirely adequate. Those of us marching through our midcareer years may rejoice that soon the old hands will prevail and we shall return education to the way it was. The younger of us may feel that our youthful zeal and innovativeness will be stifled by an older group who, attaining a majority in the organized ranks, may impose a deadening internal discipline on us. Robert McBride, President of the National Association of State School Boards observes that, "with fewer new people to bring fresh ideas, a greater burden is placed on the experienced staff. This in turn creates genuine need for in-service training or renewal to restimulate these experienced professionals. Thus, self-renewal will become more important than ever before in the next few years." (See Page 87). But regardless of our present feelings about such possibilities, from a perspective of the 1980's we may find a teaching and administrative corps whose controlling membership falls within the upper age range.

The reasons for this trend are familiar. In the United States the average age of the population is advancing simply because the birthrate has declined, an occurrence which has worried social actuarions. The birthrate decline has effected enrollment, initially in the elementary schools and later in the secondary schools.

This in turn has reduced the demand for teachers, even taking into account the steady reduction in the average pupil/teacher ratio. Then came the economic slump referred to by some as a recession, by others as a depression and by economists as an adjustment. Local school tax issue failures increased dramatically; state legislatures retrenched in their spending and teachers' unions began bargaining hard on job security for the in-position teachers. Under threat of lay-offs, they bargained vigorously for seniority rights in case of reductions in force. There has also been a tendency for school boards to use seniority in RIF's simply because it is a quick, simple and legally acceptable measure.* Few boards have been able to devise performance evaluative processes which are valid, politically viable, and also meet legal requirements. All of these forces conspire to make us older.

During this aging period, the crises facing our society and resultingly our educational institutions will not subside. In fact, if the futurists are correct, things will become more imperative, reaching a point where major survival decisions will have to be made and survival actions enforced. In their 1974 Institute the Chief State School Officers read materials, heard authoritative speakers, and discussed some of the dimensions of possible futures.[2] On a global scale, the speakers at the 1974 Institute painted a bleak scene. But it was in the reference materials that the brushes of authoritative analyses spread a warning of catastrophe. The four apocalyptic horsemen of overpopulation, famine, pollution, and energy depletion riding roughshod over the planet's precious resources is a familiar picture to us all. For many of us these global problems may seem remote yet the shock waves from them touch us daily in terms of inflation, recession, unemployment, gas shortages and when anxieties over them are intermingled with the need to deal with a constant bombardment of changes in moral standards, social rules, and technological advancements, many of us become paralyzed.[3] We have become deadened to the sounds, apathetic to the deprivations of others, and despairing of finding cohesive leadership.

The Mesoronic-Pestel team which did the second Club of Rome Study, Mankind at the Turning Point, wrote, "The way to make doomsday prophesies self-fulfilling is to ignore the obvious signs of peril that lie ahead--which indeed are already felt--and rely solely on "faith". Our scientifically conducted analysis of the long-term world development based on all available data points out quite clearly that such a passive course leads to disaster.[4] This echoes a warning posted in the first Club of Rome Report, Limits to Growth, by the Meadows' team: "Is the future of the world sys-

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*On a recent levy failure in Seattle, Washington over eleven hundred teachers were layed off with those having less than nine years of experience in the district receiving RIF letters.

tem bound to be growth and then collapse into a dismal, depleted existence? Only if we make the initial assumption that our present way of doing things will not change."[5] And Lester Brown in his food study for the Overseas Development Council, By Bread Alone, concludes that "there is an age-old temptation to leave the difficult task of problem solution. . .to someone else. The churches want to leave it to business, business wants to leave it to political leaders, and many political leaders prefer to follow rather than lead. The problems the world faces today are of such immense proportions that individuals in all walks of life will have to participate in solving them. If we are to change behavior, we must have information on the circumstances that make it necessary to do so. . . .Widespread changes in behavior will occur only if the communications media play a central role; unless they take on this task on a large scale, there is little hope that we can change direction short of a global catastrophe."[6]

In his report to the 1974 Institute, Alvin Toffler proposed that the ability to make such changes in direction depends upon our development of an image of the future. "Our political leaders for the most part propagate. . .the myth that industrial society is destined to perpetuate itself indefinitely. . . .They fail to recognize that the acceleration of change--in technology, in family structure, marriage and divorce patterns, mobility rates, division of labor, in urbanization, ethnic and subcultural conflict, and international relations--means, by definition, the swift arrival of a future that is radically different from the present. . . .And so, most schools, colleges, and universities base their teaching on the usually tacit notion that tomorrow's world will be basically familiar: the present writ large. Nothing, I believe, could be more profoundly deceptive."[7]

In reading back over the papers, rereading the materials and listening to the tapes of the discussions of that 1974 Institute one may be overwhelmed by the weight and complexity of the subject matter, but there are also chords of hope and possibility ringing through the sounds of gloom. These are:

1. Despite the proportions of the problems, there are solutions provided we get to work on them without delay.

2. People are intelligent enough to devise solutions provided they have adequate information.

3. Even though information is complex and voluminous, computer analysis and integration of information into models which show optional futures and lend themselves to trade-off choices and value decisions can be an effective method for providing information to people.

4. Such models are two-dimensional: space and time. They show how events anywhere in the world effects

everywhere on earth--that is, an individual act of pollution or gluttony will work to diminish the ability of mankind everywhere to avert global disaster. Also, following Toffler's theme, such an act or acts in the present will reverberate into the future with a detrimental impact upon our grandchildren. The other side of the coin is that a positive act here and now will have life-giving consequences worldwide and in the future. The lesson from such models is that each of us personally, as well as each nation, is an essential part of an interdependent system and that based upon our values each of us has trade-off capabilities of considerable importance.

5. Education in its broadest definition has a major challenge in coming to grips with the teaching-learning implications of survival. Such implications relate to the development of values and the ability to make choices based upon an understanding of the information contained in the models.

Given this scenario of the future, rife with change and with herculean tasks of survival, one in which, says Toffler, "Technological and social change is outracing the educational system, and. . .social reality is transforming itself more rapidly than our educational images of that reality," one must wonder if an aging educational corps has what it takes. Are we in our mid-careers so set in our ways, so frozen in our methods, so bureaucratic and beholden that we are unable to cope? Are we physically so sluggish and psychologically so arthritic that we will be incapable of providing the educational leadership demanded in these crucial years?

According to the O'Neill's many of us have given in to the myth of our society which says that maturity means "pot bellies, sagging jowls, flabby skin, and physical inertia." Acceptance of this myth leads some people to assume that for them there are no new avenues to explore and they stop trying. "Such people accept defeat, slumping down in their chairs in front of the TV, and give up the rest of their lives." (O'Neills, Page 59).

It doesn't have to be that way. Research shows that if older people slow down in speed they pick up in accuracy. With age there is an increase in initiative, especially among management types. Learning ability of some adults falls off slightly with age but where learning is practiced older people retain their abilities, and where the learning is related to real activity and involves the discovery method older people often do better than younger.[8] "Stimulation, activity, and increased blood flow can all help our brains to function better. In other words, if you think your brain is too old and slow for you to learn anything new or take on a new career, you are simply wrong. The old dog is very defi-

nitely capable of new tricks, if he is willing to make the effort to learn them. (O'Neills, Page 59. Italics Nine)

We all know this, even without the research evidence. There are so many examples of vital, creative, enthusiastic. and productive people who are 40, 50, 60, and more that we cannot accept the cultural myth that you have to be young to make and cope with change. But, as psychiatrist Price Cobbs has indicated in his paper, we are barraged daily with reminders that we live in a youth-oriented culture and the media daily gives us messages to the effect that a satisfying life is no longer possible after the age of thirty. With this kind of cultural myth perpetrated it is no wonder, he says, that midlife and midcareer crises occur for so many people. Self-doubt, depression, loss of confidence, and resulting intensely personal feelings about one's career and future usefulness are common in the midlife of people. All too often a person surrenders to these and withdraws from competition, retires on the job. (See Page 33).

A condition of continuous growth and learning in midlife is one's understanding of the nature of these crises. The O'Neills see in crisis a stimulus for change. "Crisis is the point of no return. . .you no longer have the choice of going back to your old position. . .you have only one option: in order to deal with the crisis you must change." (O'Neills, Page 95). And therein is the opportunity of crisis, the opportunity for renewing change and growth.

While midlife crises must be worked out by each individual, help and support can be provided through programs designed specifically for renewal. Cobbs suggests workshops in which some of the psychological aspects of the crises may be examined and understood. An understanding of the unique emotional and intellectual characteristics of middle age learners will provide direction for program planners. Malcolm Knowles has pointed out that adults are sufficiently different from children to require a different strategy for learning. A major difference is that children are dependent learners--that is, dependent upon parents and teachers to provide evidence, appropriate information and reinforcement. Therefore, pedagogy, which comes from the same Greek stem as pediatrics --"paeda", meaning child--relates to teaching children. To be adult, on the other hand, means to be self-directing. One becomes an adult psychologically when one's self-concept changes from one of dependency to one of autonomy. Therefore, androgogy, which comes from the Greek work "andros", meaning adult, is appropriate for helping adults learn. In most institutions of higher learning adults are taught with pedagogical means and this often forces a reversion of adults to childlike dependency.

Androgogy, then, builds upon the assets of adulthood. Autonomy, experience, perception of needs, reality orientation or problem-centered concerns are adult characteristics. Its methodology is aimed at involving individuals "deeply in self-directed inquiry. . .which produces the greatest learning. . . .The main thrust of modern adult-education technology is in the direction of

inventing techniques for involving adults in ever deeper processes of self-diagnosis of their needs for continued learning, in sharing responsibility for designing and carrying out their learning activities, and in evaluating their progress toward their objectives."[9]

Each of the faculty of the 1975 Institute emphasizes the need to tie midcareer renewal to real life situations. Ralph Nader proposes that a professional educator's personal interest in consumer matters might give special impetus for revitalizing the curricula and making the teaching-learning activity more real. He gives examples of faculty-student efforts which open exciting new ways to learn and to accomplish needed reforms also. He points to the possibilities of consumer studies in which students, teachers, and administrators all learn as they develop programs, say, for the study of drinking water in the community, or for the study of the taxing system, or for the study of office holders in the town, county, state, or federal government. Thus, renewal of midcareer professionals may be tied directly to immediate and needed reforms in those institutions, agencies, services which affect the learners as consumers. (See P. 15)

McClure, too, feels that renewal programs should be more useful. "Teachers are terribly distressed about current processes for renewal; they question the relevancy; they are distressed about the delivery; they are angered by "Mickey Mouse" courses and people speaking down to them; and they're distressed about the decision-making process which determines what programs will be available." (See P. 90) He indicates NEA'S desire to work with the NIE in getting new ideas coming out of research into the classrooms.

The relationship between renewal programs and on-the-job activity, NIE Director Hodgkinson believes, is important in retention of what is learned. There is evidence that much of the professional education learned before service begins is quickly forgotten and that periodic renewal based upon improvement of skills, upgrading knowledge and the trial of new techniques to solve professional problems is the most effective way to use staff development resources. (See P. 103)

Jack Nix believes that teachers and administrators must be encouraged to identify their own weak points, then sit down with local officials to determine how they might be overcome. The Georgia staff development effort includes incentive funding for locally developed programs which move toward improving performance on the job. (See P. 101)

Building on what research has said about adult education and upon a good deal of experience gained from field projects sponsored by CFK Ltd., the State of Colorado has developed an approach to administrative renewal which looks promising. It draws from the successes of the "Collegial Team" approach which was designed by school districts around the country under the leadership of

then CFK President, Edward Brainard.[10] Now with the Colorado Department of Education, Brainard has put the concepts to work in the State's School District Developed Administrator Renewal Programs.

A collegial team is a group of peers or a group of professional friends assembled to help each other with problems. The approach emphasizes on-the-job professional-growth opportunities which are individualized to the greatest extent possible. The programs relate to school improvement projects which are organized and conducted by the administrators. They are continuous, rather than "one shot" events. Small grouping and individualizing are the predominant strategies, and they are performance based. (See Page 58).

For many years industry has recognized the benefits of personnel revitalization programs. Nearly every major company has staff development opportunities, those of IBM, General Motors, and Xerox being examples. According to William Dunn, cost-benefit analyses of company training programs are seldom done since the returns cannot be measured very accurately. But studies have shown that in-service, job-related training is more effective than school or college based programs.[11] Phil Swain describes an organizational development process used in the Boeing Company which uses on-the-job techniques to give midcareer managers insights into their own abilities and areas for improvement. He suggests that job rotation is a method often used to revitalize interest and to use talent more fully. This often requires retraining, but one must weigh the cost-benefits of retraining against the losses from "job sitters" who have reached a dead end in the promotional structure. Swain views the assignment of a midcareer manager as a loaned executive to such an agency as the United Fund, or the Red Cross, as an excellent learning experience, one which often also rejuvenates a person's interest in his company position.

This Institute has examined midcareer and found it healthy. An older professional is capable of facing the problems and facing needed changes. The barriers are psychological and mythological. They can be overcome to permit efficient use of all available talent and especially of that represented by the peak years.

NOTES

[1]NEA Research Report, Teacher Supply and Demand in Public Schools, 1973. P. 42.

[2]Venn, Grant, Ed. Man Education and Society, (1974 Chief State School Officers Institute.)

[3]O'Neill, Nena and O'Neill, George, Shifting Gears, (New York: Avon Books, 1974), P. 14

[4]Mesarovic, Mihajlo and Pestel, Edward, Mankind at the Turning Point: The Second Club of Rome Report. (New York: E. P. Dutlon & Co. Inc., 1974), P. VII.

[5]Meadows, Donella H. and Meadows, Dennis L. and others, The Limits to Growth, (New York: Signet Books, 1972), P. 134.

[6]Brown, Lester R., By Bread Alone, (New York: Praeger Publishers, 1974), P. 253.

[7]Toffler, Alvin, "The Psychology of the Future", Man, Education and Society, (1974 Chief State School Officers Institute).

[8]Bell, Duran, "Training Potential Among Older Workers", An Evaluation of Policy Related Research on Programs for Midcareer Redirection, (Rand Corporation, Santa Monica, 1975)

[9]Knowles, Malcolm S., The Modern Practice of Adult Education, (New York: Association Press, 1970), P. 51.

[10]Brainard, Edward, Individualizing Administrator Continuing Education, A CFK, Ltd. Occasional Paper, Englewood, Colorado, Fall 1973.

[11]Dunn, William, "Employer Sponsored Programs", An Evaluation of Policy Related Research on Programs for Midlife Career Redirection, (Santa Monica: The Rand Corporation, 1975), P. 151.

SCHOOL IMPROVEMENT THROUGH DEVELOPING LEADERSHIP CAPACITY

T. H. Bell
U.S. Commissioner of Education

The flattering introduction your chairman gave me somehow reminds me of an essay a child is said to have written once upon a time about Socrates.

"Socrates," he said, "was a famous Greek teacher who went around giving people advice. They poisoned him."

I hope no one feels like poisoning me before I wind up here today. You have chosen a timely and provocative topic, and I will have some things to say about it.

As we think about the educational leader in 1975 we must consider the setting in which he or she operates today.

School administrators on all levels are facing new challenges and demands for new skills and capabilities. The practice of school administration is changing rapidly. A higher order of management skill and a greater capacity for relating to others and involving others require new insights into the task of leading schools and managing effectively the educational enterprise.

In the United States we have developed a new social conscience. We have a much higher sense of commitment to equality and justice than ever before. Many promises of our constitution and many commitments from the national and state statutes have, up until recent years, been high-ringing slogans that have not demanded implementation in our daily lives. But in these days, as we talk about liberty and justice for all and as we discuss equality of opportunity under the law, we know that these high-sounding words demand action and application in our daily lives as leaders.

The civil rights movement in the United States, for example, has generated the power to change many subtle discriminatory practices that went unheeded for years. We look at employment practices, equity in selecting people for promotions and practices of placing individuals in schools, colleges, and graduate school programs with an eye toward true justice and equality. Racial and ethnic biases are identified by individuals of goodwill who truly believe the words written into our constitution and into our laws that make promises to all of the people regardless of heritage and background.

This movement has been expanded to include guarantees against discrimination because of sex.

The movement to provide equality and justice has been extended to student rights. Some of the due process procedures guaranteed to adult citizens are demanded as rights for students. Students

should be given an opportunity to be heard before disciplinary actions are taken. Moreover, they have a right to appeal decisions that are made that affect them. Many somewhat arbitrary practices of the past that have been carried out without question are now being abandoned.

The equality and justice movement has also been extended to staff members. Teachers and other school employees want to be consulted before changes are made and before matters are settled that affect them. They want to help decide and to be represented in decision making. Teachers and other employee groups have organized into unions or associations to bring their collective strength to bear upon administrators and school board members. Written agreements and union-type contracts that spell out salaries, fringe benefits, working conditions, and rights to be involved in decision making and in curriculum planning are becoming very common in education.

Some parent groups have been organizing to exert collective pressure upon school administrators and school board members. Parents with common problems or interests find strength in numbers and in unity as they come before board meetings and/or administrative council meetings to demand concessions and responses that they desire.

School administrators are now called upon to administer special programs for specific student population groups. Educationally disadvantaged and economically deprived students receive special consideration in the instructional planning and budgeting efforts of schools. Children with bilingual problems are receiving increasing attention as a result of certain court actions that have been taken. School attendance boundaries are adjusted to take into consideration various racial and ethnic background populations. Care is taken to avoid any hint of bias in the curriculum and instruction efforts. Handicapped children previously not served by the schools are now being offered highly specialized instructional services. Almost every child regardless of a handicapping condition is entitled to some kind of educational service out of the public schools.

The women's equity movement is affecting the school curriculum and the instructional program. Classes usually considered to be offered to boys only or to girls only are being opened to free access to everyone. Textbooks and other instructional materials are being scrutinized for evidence of sex bias or racially or ethnically identifiable slanting in one direction or another. In all instructional material and in the total program of instruction careful scrutiny is given to carry out both the letter and the spirit of this great new commitment to equality and justice as part of the enormous social revolution that has been sweeping our country in recent years. Education is often the center of these commitments and concerns. School administrators must be sensitive to matters that were almost of zero consequence just a few years ago.

Education is in some ways the nation's largest business. In 1974-75 some 62.3 million of the total population of 211 million people in the United States were involved in education. This reaches almost 30 percent of all of the citizens of the country participating on a full-time basis as either students or employees of the education enterprise. During that year $108 billion was spent on education from kindergarten through graduate school. This gigantic education enterprise has an enormous impact upon the economy of the nation.

Education in recent years has been regarded as a key factor in our productive economy. Without adequate education some persons become functionally illiterate. They are not able to carry out some of the sophisticated tasks required of them to function effectively in our society. They are unable to fill out government forms, complete social security applications, file tax returns, and do a large number of tasks that require a degree of literacy and academic skill previouly not demanded of everyone of the adult citizens of the country.

Education has been regarded as a key to employment and participation in the economic system of our country. Many observers are demanding that every student leave the public school system with a salable skill. Moreover, retraining and upgrading of competencies are new demands being placed upon education. Job-related training and training related to current problems in our society become a pragmatic part of the mission of the educational system. This requires a highly adaptive and responsive educational system with more sophistication for shifting resources and priorities than has been in existence in the past. Education and training to focus upon problems of the environment, health, drug abuse, traffic safety, public safety, and law enforcement are all part of the new movement to utilize education for problem solving purposes. Much of this relates to the economy as well as to the life of a nation where the actions of one citizen can impact upon hundreds of other citizens.

Education is being regarded as a key to lifetime success in other respects. Marriage and family relations problems, how to raise children, how to utilize money wisely, how to become a sophisticated consumer and how to become an effective participant in the democratic decision-making process of our country are all part and parcel of the new mission now evolving as part of the changing scene of schools, teaching, and educating.

More and more is being demanded of education as our society becomes more complex. As more is demanded the responsive capabilities and leadership sophistication of school administrators become critical factors in meeting the challenge of education in modern America.

School administrators must be able to face conflict and resolve strife and turmoil generated by pressure tactics. School leaders must learn how to utilize the work of groups to advance

the mission of education and to make education responsive to these many new demands. Active, agressive, and vocal special interest groups can distort the school program through pressure that cannot be resisted if the school leadership is not skilled in utilizing the power of all groups to keep balance and equity in the educational program and in the school budget.

The key to gaining participation in education is to get parents and others deeply involved in the education process. This in itself will bring about commitment. The teaching staff and other staff members must also become participants in the managing and directing process. Students must be given opportunities for self expression and for making contributions toward the management of schools and toward key decision making efforts. Such special groups as civic clubs and organizations established to advance such special educational causes as education of the handicapped, driver education, and other specialized programs need to be involved in the participatory management of the school system and of local school units.

School administrators in today's educational world must be able, outgoing, and adaptive as they work with these many groups and as they strive to get commitment through the participation and involvement practices that are necessary to keep education responsive to its mission and capable of handling the pressures and problems of this era.

In order to gain this needed participation and involvement, school administrators must be skilled in communications. The burden for explaining the school program and for gaining understanding about it falls upon school leaders. The problems, restrictions, and difficulties of an educational system must be explained systematically and clearly. This requires great communication capability on the part of a total school system.

The use of small group meetings to carry out communications objectives and the use of large assemblies and lectures must be well understood by school administrators. Publications, utilization of news media, and establishing an ongoing open and candid relationship with newspaper reporters and executives are a must in the modern world of educational leadership. The communications job is never completed. It must be a constant ongoing process. It must be more than public relations or a selling effort. There is an ongoing story to education and a bit of drama in humane living that must be told. In order for this to be accomplished, school leaders must feel secure in their positions and be open and totally candid.

The technology of education has been changing rapidly. Computers video cassette instructional systems, storage and retrieval of records, reports, and all kinds of information have changed the face and structure of school leadership. Modern technology serves school transportation, school food services, purchasing, warehouseing, building maintenance and construction, and almost every aspect

of the business administration of a school enterprise, school leaders must have a basic understanding of these complex technological systems so that they can direct their use and gain maximum benefit from them. Technology adds a new and different dimension to school administration in today's world of complex human relations and expanding demands upon education.

School administration calls for constituency building. The school administrator must be accepted as a leader. He must earn this acceptance through his performance. Moreover, a school administrator must be cognizant of sources of opposition to his programs and policies. The school administrator must detect early movements that may overthrow or oppose a vital educational program and must take counter measures.

All of this requires a sophistication in building a network of contacts and a bulwark of support. This requires great effort to build and constant maintenance effort to protect against erosion. Without this constituency and this level of confidence, rapport, and respect the school administrator cannot move to meet the constant challenges and pressures that confront him daily. This calls for knowing the power structure of the neighborhood for the local school and of the community for the school district. It calls for crucial committee assignments and for membership in prestigious groups and organizations where contacts can be made and maintained. It calls for teamwork on the part of the entire administrative staff in building this constituency and establishing this level of respect and rapport vital to the advancement of education in a community.

With more than 30 percent of the nation's population engaged in education on a full-time basis (either as students or as employed staff members), and with well over $100 billion being spent annually on education, we must be concerned about educational leadership and about the management of the educational enterprise. Since education is indispensable to solving many of the great problems that we face in the nation we must concern ourselves about the performance of our schools. This performance cannot exceed the performance capabilities and the vitality of educational leaders. The management and governance of schools touch the lives of all of us and reach into the essence of the problems that concern us on a day-to-day basis.

We are all concerned about improving the quality of life in the United States. We are concerned about some of the trends that threaten this quality. For example, we know that we must preserve and improve our environment. As we utilize machines and technology to do our work we consume enormous quantities of energy. We are utilizing our natural resources at an increasing rate that is causing alarm and concern nationwide and worldwide. Crime in our streets and in our neighborhoods has been a source of apprehension and concern for a number of years. World peace and worldwide understanding of our mutual problems as inhabitants of this earth become more critical concerns every day. The responsiveness, integrity, and effectiveness of government relates to most of these

problems and concerns.

If we are to reach into the heart of these problems, if we are to be knowledgeable, enlightened, and intelligent in our approaches to them, we must educate our people more effectively than ever before. Indeed, we must educate all of the people regardless of race, color, creed, or economic circumstance. This calls for more effective education than we have ever had in the past. It calls for cooperative efforts in education. It demands an awareness that much of education occurs outside of the formal halls of the school. It requires recognition that the home, the business place, the work station away from home, the neighborhood, and the social group are all to some extent contributors to education. It is well known that we can no longer be ignorant and free. It is also well known that we can no longer manage a complex economy and establish and maintain responsive government without well educated, committed, and socially aware people. All of these necessities place an enormous demand upon education. And this calls for a new level of educational leadership.

We don't spend any money--or very little--to develop leadership for this vast educational enterprise that spends $108 billion a year and involves three out of every 10 Americans on a full-time basis. Our departments of educational administration on the university level have been under-financed.

What is more, we either ignore them or criticize them, to our own detriment. We tried to get $3 million for in-service training and renewal for the nation's school leaders, only to see it the first item cut out of our FY '76 budget request.

School administrators need to be bright, articulate, shrewd managers, PR experts, and practical politicians, with a vast knowledge of school curriculum, learning theory, educational tests and measurements, school finance, etc.

These human capacities cannot be maintained at a constantly current level without opportunities from time to time to study, up-date knowledge, and renew one's capability to be a dynamic leader. We do not provide these opportunities. More than $2 billion a year in federal money is spent in undergraduate grants, loans, and fellowships. But the practicing school administrator has no access to a sabattical, a fellowship, or a grant to sustain him or her.

I am convinced that we would have better schools if we provided more opportunities for school leaders to learn what the best current practices are--what others are doing that is worthy of emulation--what R & D is telling us ought to be done and ought to be undone. But we have funds for support of everyone but the school leader.

We can't spend a dime of EPDA, Teacher Corps, or ESEA Title I funds on school administrators. For teachers, counselors, and everyone else, yes. But for the one responsible for leadership,

inspiration, and pointing toward the latest and the best we offer next to nothing in support.

School administrators often feel insecure because they are expendable. We expect the school administrator to get fired these days. A great event recently was the 10th anniversary of Paul Briggs as superintendent of Cleveland schools. The average term is about 2 to 3 years for a large school system. We can't build continuity in our educational programs with the current chaos of intermittent hiring and firing. We need more stability in our leadership. And those of us assembled here need to do more to provide it.

We should start by offering more renewal opportunities--more experiences that will bring new insights and fresh ideas back to our schools and school systems. There are new accountability systems, management skills, and leadership practices to be learned. We have all the new technological developments to study, and the new collective bargaining game to master.

We can't expect the best from our administrators until we think enough of them to provide the same growth and development opportunities that others enjoy.

To improve our schools, let's begin with our leadership. For it is hard for any organization to exceed the quality of its leadership.

AND JUSTICE FOR ALL: A CHALLENGE TO MIDCAREER

Ralph Nader

I would like to discuss a number of subjects. Hopefully there will be time afterwards for us to further explore and elaborate upon the specific issues of dealing with citizen action and the relevance of a new system of evaluating our educational institutions.

Something is clearly beginning to be apparent to a lot of people in this country in that we have a lot more problems than we deserve and a lot more solutions than we use, or are allowed to use. That came to a symbolic peak just this week when the Congress held hearings on the problems of disappearance of home-canning lids. Apparently there are twenty million home-canners in the country who took the President's word seriously last year by starting to do their own thing with home gardening. Then they ran short of lids. About four months ago I started getting letters from all over the country about the absence of these canning lids. They could buy the whole jar and the lids, costing two dollars or so a dozen. So, I looked into the problem. I found that only two companies, with the exception of a small company, make these lids for the entire country. They are not a complex

item to make. People were screaming about their produce perhaps having to be thrown away, consumed immediately, or frozen, if they had home freezers. The government also got wind of this about 4 or 5 months ago, for the second time in two years, and the agencies quickly passed the buck to each other. The FTC would not announce whether it was even aware of the problem until a few days ago. The interesting thing about this is that you have twelve million more home gardeners than two years ago without a single law being passed, no official program, no administrative emphasis either. . .just a massive voluntary appreciation of what could be done to try to fight the cost of living and to produce one's own food. Now, for a town full of politicians who know how to put the lids on so many things, I am surprised that they couldn't help all these people that were writing in.

It does tell us something else: that even in the simple effort of producing replacements lids for home canning jars we are over centralized. In this case, two companies have most of the business--one in California, one in Indiana--people can do very little about it. They are literally helpless unless they can somehow make their own contraptions. You begin to see that something is really systematically wrong somewhere.

Our democratic system, like most democratic systems has a great gap between theory and practice. We have a great consensus on theory and we fight like cats and dogs on practice. For instance, we shouted our democracy around the world in the 19th Century when women couldn't vote; we shouted democracy in the 20th Century when we discovered that some minority groups couldn't vote. We are also discovering less democratic participation by more and more people because they are turned off by tweedle dum-tweedle dee political campaigning or they are obstructed by political opposition or they can't affort it--it takes money in our country to participate as a citizen. So if there is a political hurdle, an economic burden or, above all, a cognitive hurdle--in that most people go through years of schooling without achieving any iota of understanding about their civic obligations or civic rights--democratic participation will be decreased. Just for fun, when we interview graduates who apply for work with us, we try to develop a hypothetical issue that evidently did not enter into their imagination or college bull sessions in order to see how they respond in the interview process and how creative their thinking is. We picked up the following hypothetical issue: "Should there be compulsory voting in the United States?" There were only three out of over 1200 persons that we interviewed that had ever even discussed that in their informal or formal educational arenas. I again asked myself, I wonder why? The reason why is because that question offends the two principal ideologies in our country, labeled: conservatives and liberals. The liberals think that mandatory voting is a violation of civil rights and liberties. The conservatives think it is totalitarianism to force people to vote. Through that question it is really interesting to see just how untrained these students' minds are whether you agree or not with their views--untrained for the simplest type of derivative thinking. I am talking about college graduate students, law stu-

dents, medical students, engineering students. We live in a society of law which says we must obey thousands of laws. These laws are passed by elected officials, yet we are not obligated to register our preference for these officials at election time including voting No, not just A or B.

It seems then that if we are going to look at the whole process of citizenship, we have to look at it in a new series of dimensions. It is very hard, for example, to get University officials to distinguish between the students' procedural rights and their substantive programs--that is, if they don't like the students' substantive advocacy, they are more prone to oppose the students' procedural rights. It is difficult for many people who hold power in our society to make that distinction. If they don't like what you say, rather than to argue against what you say, they try to make you unable to say it, which is a procedural right--that is, the right to say as distinguished from what is said. The function of citizenship seems to me is to be able to grapple with the relations between human beings and their institutions and resolve them in a way that achieves the highest level of justice.

There is nothing more boring than to talk about citizenship. It is, I am convinced, the most boring word in the English language, and justice is not far behind it. People just avoid talking about civics. A civics course is almost a synonym for how an old English jurist in ancient times once described the law: he said that it was the ability to eat a pound of sawdust without butter. But I am going to proceed to talk about it, nevertheless.

The first question I ask in discussing citizenship is: how much time do people put into it? That question is a very, very good way to organize an inquiry. Because that leads you to ask on what do people spend their time. Well, they spend so much time on their work, they spend so much time with their family, they spend so much time with their leisure, some spend X amount of time on their citizen activities, and since the level of voting participation is going down--it was down to 38% last November--it is not very hard to see that a lot of people don't spend any time on their citizen obligations, especially in terms of their relationship to other people. I am not referring to the fact that they don't illegally litter the streets in front of their house, smash windows, or what have you, but just speaking in terms of their civic obligations in the process of cooperative deliberation on a community, state or national problem. It does seem that probably the average amount of time during the year one puts on citizen obligations is less than a day. . .less than one day a year! Now you say, how much time does one spend earning enough money to pay his local, state and federal taxes? Basically speaking people spend 25 to 33% of their working time supporting the government. So you ask, if you spend that much time supporting the government, working for the government, how much do you spend working on the government to make sure it spends its resources wisely and efficiently? Thus you see that the imbalance between the amount of effort to support institutions and the amount of time working on them is the greatest that it has ever been in our history. It is pretty easy to conclude

that, relatively speaking, our citizen input in this country is at its lowest ebb in history. I say this even though there are some exciting, innovative things going on in citizen action, new strategies, new ways of organizing; and we are probably ahead of the rest of the world in our citizen engagement and in the law's recognition of citizen rights to challenge and to change. However, in the days of 18th Century New England town meetings, you had a much higher ratio of involvement than we have today. In those days government, of course, was very minimal in terms of its involvement in people's lives as compared to today, so the demands on citizenship now are much greater. You must have a more intensive scale and a more complex type of citizen response to the forces of power which are making decisions in all directions on our behalf for present and future generations.

When we put the time that we allocate to citizenship against the demands and come out this way we are entitled to ask a very hard question: are we really a deep democracy? What is a democracy? Democracy is first of all a legal structure that permits rule by the people. To some very substantial extent we have that. But that is not all. There has to be a reasonable amount of rule by the people. Years ago we set up a system to delegate responsibility by the people to elected officials. They in turn began to expand the executive branch of government more and more. There was a time when the legislatures would even charter corporations . . .really get down to details. They don't do that anymore. Then the executive branch began creating quasi agencies, you know, quasi public authority, quasi this and quasi that. When the public began to challenge some of these agencies, the courts decided that the public didn't have standing to sue, so they threw them out of court.

The whole process has come full circle. We have begun to become a government and a society of delegation run riot. Run riot! Critical decisions are now made for millions of people by individuals who are not elected, who do not have to be confronted with cross-examination in a public forum, who cannot be the subject of litigation, and, for the most part, whose names we do not know, working in offices the whereabouts of which we do not know, with memoranda that we cannot possibly get a hold of. War and peace are decided by these people, as are many other fundamental issues. But now what we perceive in some of the currents of citizen engagements around the country is a reversal of that tide. There are a number of encouraging developments in which citizens are attempting to recapture some of that delegated power and to demand accountability and responsiveness from those institutions.

Point 1: There is a very significant revival underway in the Western States with the use of initiative referendum recall. This is a direct democracy tool passed 60, 70 years ago in the Populist Progressive Period. But it gathered a lot of dust. Now it is being perfected and used as a technique of citizen groups.

Point 2: Retrieval of delegation is occurring with the expan-

sion of access to the law. Another myth which we have to dispense with is that just because the doors to the court room may not be locked, they are not open. That paradox is explained by the economic hurdle. For all practical purposes, most people are shut out of the legal system because it is too expensive and too dilatory. Mr. Nix may have a claim against General Motors under the law with a three hundred thirty odd dollar bill, because after 10 months his transmission suddenly went pip, and he started going backward when he was in forward gear. If he goes to court to sue General Motors and wins, he will still probably pay much more than what he gets back. It is that economic hurdle translated into many other kinds of disputes that shuts so many people out of the legal system, but its reversal is coming with pre-paid, group legal insurance, and the development of the so-called store-front legal firms--that is, the discount law firms. Many young lawyers now are undercutting the established legal sub-economy. The Supreme Court has ruled that lawyers can no longer fix prices through their Bar Association. Unfortunately, or fortunately, in an over-legalized society lawyers are the pathway to many administrative and judical forums. So it is a good idea to have a highly competitive legal system with a reduction in the economic barriers as well as in a great deal of the procedural garbage.

Access to the law is also being extended through consumer class actions which basically attempt to respond to a mass-volume society with a mass volume of protection to consumers. In fact they are saying, "O.K., mail-order house, if you cheat two-hundred thousand consumers a few dollars each, you know that each consumer is not going to file suit against you, but all the consumers led by one or more plaintiffs could file a class action, having a much more fortified and powerful legal set of representations."

Point 3: A third example of the reversal of this delegation-run-riot process can be seen in the growth of independently funded public-interest groups as well. Common Cause is one example. Our group is Public Citizen. There are many others around the country: conservation groups, public health groups. They differ from their predecessors in that they are grounded in the concept of an on-going effort with a full-time staff, which is something new: the staff are full-time citizens, in effect, including lawyers, writers and engineers, all being supported by a number of part-time citizens who not only phone, but also do research, write, and investigate.

It is of particular relevance to the future of the educational process on the campuses where this public interest group movement is developing in a most impressive way with the Student Public Interest Research Groups. The basic concept is that the students, through a majority petition of all students in the state universities and colleges, petition the board of regents to permit self-assessment for X dollars. If the board approves, funds are collected from those students who so desire, and the group sets up on a state-wide basis with their own lawyers, scientists, and other supportive staff to investigate, file lawsuits, make proposals. Basically the theme is to uncover what is wrong and try to make it

right. They tend to concentrate heavily on environment, consumerism, and housing. They are learning about citizen action so well that in some states such as Oregon, course credit is given to students who work on such projects. This experience may tell us something about where our educational system should be headed.

The Student Public Interest Research Group (SPIRG) conducted a study of credit discrimination against women in the savings and loans and other financial institutions in Oregon. They found out some pretty outrageous things about discrimination, and about the kinds of humiliation women are subjected to in order, for example, for their income to be considered as part of the base for extending mortgage funds. It was an attempt to get information that was difficult to get, and requiring the students' fullest effort, stamina, persistence, creativity, and a great deal of hard work to pull it all together, to insure accuracy and documentation, and to draw policy conclusions from the data. All of those activities were part of a rigorous educational experience stemming from a high level of motivation and dedication. Teachers saw that the students were experiencing a fusion of both analytical experience and normative development, and decided that's what they wanted to give course credit for.

One thing that teachers really can't resist is a motivated student, a rarity. One thing we have noticed about students is that until they get involved in something they care about, they have a massive inbred sense of boredom. They are bored at a time when they should least be bored. They are at the peak of idealism, imagination, and freshness of viewpoint: they haven't been crushed by the trivia and routine of life, yet they are very bored.

This should entitle us to ask some very basic policy questions. If students develop a normative sense quite early in life they may express it earlier. Some students, say, at 8 years of age, may look up at a factory and say, "Gee, look at all that smoke;" others might say, "Gee, look at all that pollution." The potential is there, and its development should not be ignored by the schools as being the responsibility of the family or as being too "subjective." Subjectivity is obviously something that is going to be developed one way or the other. The society is going to be exerting all its influences on the child, so the question becomes, how can it be woven into the educational pattern? In the last couple of years we have been looking into that, first at the college level, then in high schools, and junior high schools. We have come up with some judgements: that almost anything you think up has been thought up before, yet it doesn't stick, even though we know that there are really some variances throughout time as to how children can learn and learn in a self-renewing manner.

What is it that makes children interested in the learning process? I submit that it is the extent to which the in-school activities relate to the out-of-school activities and experiences. We need to develop a mutually nourishing flow between the time children spend in school and the time they spend out of school which is simply the way to constantly reaffirm and identify the

educational process. If when a child is out of school his experience relates to what he has learned in school and the same thing is true for a child in school relating to his experiences out of school, then there is going to be a tremendously fortifying, meaningful process of education. Otherwise what we see is rootless knowledge which floats through the mind and floats out.

The problem with many bureaucratized institutions, be they school systems, government agencies, or what have you, is that the ends are forgotton because the means consume the time and energy of the people. In addition to that mass of rootless knowledge floating about, we see students coming out of law school who can't write the English language. We see graduate and undergraduate students who read with their thumbs. When we're talking about education, the primary goal has to be citizen preparation for the society at large, which indirectly means knowing how to read and write, knowing how to analyze information and make judgments. Under that bottom line every academic curriculum should be subsumed. Furthermore, if students are working on problem analysis and problem solving, they'll learn to read and write, and they will be much more interested in it than if they were just put on pedagogical routines that focus on these skills in isolation from the experience of life.

One of the great clusters of subjects in which mutual nourishment is possible is in the consumer area. The consumption function is really a democratic function. The consumption function relates to government services, industry, business and professional services, all of which can be judged by their impact on the consumer. We made a rough survey of what was going on in high schools across the country. There were 3 or 4 states that required consumer education. Some students and faculty were developing some very, very innovative ways of getting intellectual messages home to students from just observing television. One class in California, for example, analyzed the advertisements on television. The students then wrote the presidents of the companies and asked for substantiation. You can see how interesting this may be to students-- they see the ads, they see the products on the shelves at homes, and it's also a part of school work. The students received from the companies documented materials which analyzed the claims. Some of the companies wrote back and said that of course we substantiate these claims because we are in compliance with the Federal Trade Commission's regulations on this matter. Whatever their response pattern it was subjected to analysis. It was new information, which is always more exciting than a secondary source. The students learned a great deal. They learned how to watch an ad, how not to be taken in, how to critically appraise it. They learned that they could go through the ad up the hierarchy of the organization, they could get a response, analyze the response. They learned about the role of the government. It was all very, very self-initiatory on their part. I dare say that they are likely to remember it in a much more indelible way because they are watching television an average of 24-25 hours a week, which is a fortifying process, not something that is segregated in a pocket of their experience.

We, some editors of Random House, have put together a consumer teaching kit which involves the students in actual clinical experiences. It aids them in understanding what a small claims court is supposed to do by prompting them to go down to the small claims court, perhaps even to file a claim. It encourages them to go through the supermarket as an observer rather than as a consumer, to understand that supermarket managers look at their shelves as real estate because they have to get so much in return per square footage. It then becomes significant which shelves are used with what prominence, which products are displayed in a line or with a different technique. The students also can investigate product labeling and the nutritional aspects of certain items. It helps the students to find out what questions to ask when purchasing insurance. There is often a massive amount of cognitive dissonance in this kind of purchase, so much choice without meaning. The agent's smile becomes the real criterion of the sale rather than any quantitative distinction between policies. But you cannot learn the distinctions without knowing how to ask for a comparative standard. That kind of clinical experience has the student running through, stumbling through, coming up against obstacles, having to think around the obstacles. It is all very interesting for them because it is something they are creating and experiencing themselves.

Now this kind of educational innovation can get you into trouble. Education systems are very much the reflection of the distribution of power in our society. If the family structure deteriorates and parental authority is diminished, the educational system is under pressure to fill the vacuum. If the community is dominated by an oligarchy of powerful businessmen, the educational system will reflect that. If students began participating in their community, using their environment as a laboratory for learning, they would come up against some groups who may not want to be studied. There are very strong censorship pressures which become overt when you cease to acquiesce uncritically to educational methods that limit educational potential.

Yet the forces of power concentrating on educational systems have not been inhibited. We have seen examples of a great deal of free corporative propaganda sliding into schools. Two years ago General Motors, for example, distributed millions of pamphlets on pollution to eight-, nine-, and ten-year olds in elementary schools. The subject was in comic-book style with young children's drawings of various characters such as Harry Hydro-Carbon and Charley Carbon Monoxide. The message was that auto pollution problems are virtually solved, and besides they never were very serious. This was all provided free of charge. One day I received a letter from a Montana teacher who had taken the pamphlet, given it to the children and had them write critical comments on it, thereby turning it into an educational tour de force. But by and large I think we need a study of the extent to which special interest group materials, not only written but visual, are being distributed in the school systems. If there is an opportunity for these kinds of materials to be distributed by the industry there should be a balance; if there isn't, the educational systems should generate their own.

The countervailing problem is that many subjects are not taught in schools, including professional schools, because they are not considered to be "academic." The subject of food, or nutrition, is an important example. We need to evaluate the educational offering as to its relationship to the welfare both of the student and the ultimate consumer of professional services.

The same lack of concern for the consumer is found in governmental bureaucracy. We have witnessed the reward system which demotes or discharges those who uncover anti-consumer actions and which promotes those who do the demoting or discharging. This is to be corrected by opening up a new avenue of bureaucratic accountability. Bureaucracies are accountable vertically upward until they reach a government appointed or elected official; they are not accountable horizontally to the people they are supposed to serve. We know now that bureaucratic corruption and inefficiency are so widespread that they have become institutionalized and accepted in many respects. For example, the Food and Drug Administration refuses to take off the market drugs that are demonstrably, by all scientific opinion, producing adverse effects for diabetics. It would help if the FDA was not only accountable upwardly to the President, who has other things on his mind, but outwardly to the people who are suffering and who have suffered as a result of the FDA's behavior.

The first way to make a bureaucracy more accountable is to give the legal rights and wherewithall to penetrate the bureaucracy horizontally and bring into focus the alleged misdeeds under a more expeditious procedure of resolution. In short, in a society that quests for security there has to be built-in insecurity for a bureaucracy to be responsive. What we'll see in Congress, and it's already beginning, are more Senators and Representatives that are seriously supporting a government accountability law which will expose government officials to legal sanction for acts of corruption and violations. It works both ways, including employee rights and accountability, by preserving the rights of people within the system who challenge the system and subjecting them to fair treatment while protecting the public from their government officials who refuse to enforce the law, and waste taxpayers money, and so on.

A critical part of making a bureaucracy more accountable is, of course, lifting the secrecy from it. Last fall the Information Act passed with amendments to permit you as a citizen both to file suit against the Federal Government or an agency to obtain new kinds of materials which you think should not be kept secret and, if you win, to recover your legal costs on the theory that if you sue the government alleging a violation of law by that government you should not have to pay anything if you prevail in court.

The second thrust to make bureaucracy more accountable is to build in countervailing forces within the executive branch of government. The executive has grown so large that it's a world unto itself and it's got to have countervailing forces within it. Theoretically this is very controversial but it is quite clear

that if, for example, the Pentagon has received a $400 million telephone bill and the FCC, which is supposed to regulate AT&T, doesn't regulate AT&T, the Pentagon, to protect its investment, or the taxpayer's investment, should have the right to proceed against the FCC to make the FCC do its job, even if it has to take the FCC to court. We are seeing proposals now, for example, to establish in-house consumer offices, within the ICC or within the Food and Drug Administration. It seems to me a more effective proposal would be to set up a Consumer Advocacy Agency that doesn't regulate, but which advocates within the executive branch and which takes these other agencies to court for either procedural or substantive violations.

Now, those are two suggestions that serve as examples, not only because they apply to other institutions up in Washington, but because they reveal a growing sophistication of response in some legislative circles to the problems of unresponsive, withdrawn, and unaccountable bureaucratic systems of decision-making What is needed, it seems to me, is a much more detailed platform for any type of public institution as a sort of charter of accountability to the people they are supposed to serve. Also, it seems to me that this very problem should become the subject of educational treatment on behalf of, with, and by the students. The College Board has begun putting out curriculum materials in kits for secondary school students to try to give them decision-making experience in problem areas, such as accountability, which are of public concern.

There are all kinds of subjects at hand for students, in the course of their educational process, to research in a policy framework and release to the community, the state, or the larger society. One example of that is the drinking water situation. There are many students in chemistry and biology who if they studied the drinking water of their community would find the problem very serious. Whether one reads the Public Health Service or the EPA studies on it, the situation is a very serious one. Students could study the science of drinking water systems starting from laboratory analysis all the way to the economics, engineering and politics of local water works, then put out reports to the community. Here you have a high level of interest, analytic training, social contribution, and an invaluable educational experience, something that integrates the educational functions with the community.

A second example is even easier to envision. All courses in government and political science are heavily tracked by the textbook. Now suppose you have a political science or a government course in high school and a part of the course is studying the Senator or the Representative in Congress. You get the students to basically study Congress through the microcosm of the Senator's office. The students break the subject down into parts: one group of students study the lobby, another campaign financing, or other areas of organization of the Senator's office back in the state--how they handle constituent complaints, community work by the Senator, floor debates, etc. They put it all together at the

end of the semester, then distribute it. Libraries ask for it; political groups ask for it; citizen groups ask for it. Look at the dividends. First of all, the students will learn about Congress in a much more thorough and meaningful way, using the text as background reading. Then they are much more motivated because their study interrelates with the dynamics of the real situation. Second of all, they make a contribution to the society. And third, they are trained to some degree in how to affect Congress. You can't study Congress that way without learning the techniques of getting the information and affecting Congressional process. So you have a triple-header and it's marked by minimum bureaucratic collaboration and minimum expenditure, which are important criteria whenever you recommend any change in any existing system.

The moral education of students is also affected with a study of this type. The Department of Education at Harvard over the last three or four years has been trying to develop materials that will cause the students to exercise moral judgment in the function of alternative choices and decision-making.

The interrelationship of the problems of delegation run-riot, citizen action, retentive education, and the lack of mutual nourishment of schools and society brings me to the very important subject of testing in schools. We are now studying the Educational Testing Service from the students' perspective, not that of the colleges and universities who are their intermediaries, but that of the ultimate consumer. We found that this is really the first serious student study of the Educational Testing Service. There has never been a framework of evaluation for ETS widely appreciated by the students. They have not appreciated, in effect, that here is a private organization which defines what "intelligence" or "aptitude" is and then allocates careers according to that definition. It is an institution which has been so little criticized in public, whatever the grumblings may be in private, and has such prestige, such monopolistic stature that millions of students are beginning to integrate the test results of ETS into their own process of self-evaluation! In effect, they don't realize, first of all, that ETS may be wrong and that the narrow framework of evaluation neglects the critical factors of motivation, idealism, stamina, judgment and creativity which throughout history have marked human progress. For administrative convenience the intermediary, the educational institutions, are allowing their students to be processed question-and-answer like, as if they were some type of automatons, leaving out extremely important options for identity, distinctiveness, imagination. This is not only happening in College Boards and Graduate Boards, but it is also happening at a very rapid pace in occupational licensing, even in the area of admissions to the Bar. The law school graduate can now, in many states, take an ETS prepared test, half of which is multiple choice, the other half an essay. Pennsylvania, among other states, will pass the law school graduate if the graduate passes the multiple choice and ignores the essay. So the trend is quite clearly toward full multiple choice reliance in the mapping out of the students' futures.

It raises the overall question of whether there should be a consumer monitoring of institutions supporting and representing sutdents in Washington and elsewhere just as there are in other components of the educational world. I think the answer most definitely should be "yes". Perhaps it will come in the form of the public interest research group or as an extension of the National Student Association or the Student Lobby. But it will come.

Your theme this week, I understand, is a midcareer renewal theme. I have three quick suggestions for you to consider if you haven't already. One is that one of the best remedies to the mid-career problem is to trade off with someone else and find a new career. Why should people be expected to have only one career? I think we need a grid pattern of jobs so that teachers or other professionals who want to leave can go into another career with a minimum of training. You might note that about twelve years ago a Nobel Prize winner in biology did that at age 33. I don't think it requires one to be of Nobel Prize winning caliber to recognize that that is a wise thing to do.

The second suggestion has to do with the process of renewal that comes about from getting educated with the student. A lot of teachers may have real difficulties with that. But if you look at a course such as Consumer Education you may find ways to engage in a self-renewal process that results from a collateral learning situation. The consumer materials, for example, are of great pertinence and interest to the teacher. The teacher's consumption patterns, needs, techniques, and questions which require research provide a process of learning and teaching.

The third suggestion I have deals with the society and resources outside the school systems. First, there needs to be a collection of summer opportunities for teachers. For example from the point of view of art there are many public interest groups that would be delighted to have teachers psend the summer working in one area or another. These opportunities could be distributed throughout the country so that a great deal of placement could occur even if just for a short eight or ten weeks.

The counterpoint within this suggestion is that the community is isolated from the school. That isolation is most often perceived when the school is undergoing severe criticism from one body on the outside. Here is another example in which the rise of neighborhood community feeling seen in some of the cities goday is going to be very, very relevant. It's very important that the school systems are going to be rooted in something more than their own institutional hopes and challenges.

Plainly, it seems to me, that the very question of a segregated system needs to be called into play. By that I mean, to what extent are the walls necessary rather than for administrative convenience? Again, if we can look at out educational system as a process of inquiry into our society we will be generating a human resource which is not only one that is more learned in the fundamental sense but one that makes a continuing contribution to

the community as part of its life.

Now, I want to stop here, but for those of you who are interested in any of the points or subjects, I have references and materials which you can obtain after our discussion period. Included are some examples of Congressional profiles, which we did a few years ago, which reveal the ease with which the student under the guidance of the teacher in the overall institution, can engage such subjects. The trajectory is in that direction. Thank you very much.

QUESTION AND ANSWER DISCUSSION

QUESTION: Are you getting any cooperation from ETS in your study?

MR. NADER: ETS has been the most difficult institution we have ever tried to study. That includes General Motors, Dupont, First National Citibank, FDS, and the U.S. Department of Agriculture. I must say they have been secretive and obstructive. And they have been ingenious in delaying access to their personnel. But after 14 months, many of these problems have been ironed out and the people studying ETS have just completed 46 interviews--with a third party in the room--according to the ground rules and have gotten more information. Unfortunately, ETS laid down as one of their ground rules that they would not give the group any materials other than what they designate to be public information, which is a broad discretionary stand that they took.

QUESTION: What do you hope to be the end result of that study with ETS?

MR. NADER: The end result is a report which is going to cover a number of areas. One is the contractual relationships with government agencies and the kinds of studies that they have done; two, their whole philosophy of testing and whether they are reconsidering it; three, the question of competition (there is very little as you know); four, the extent to which the intermediaries, the colleges and universities and other educational institutions in the secondary systems are rethinking their position regarding the use of ETS (you know, some colleges, very few, are not requiring SAT scores as a prerequisite for admission); five, the extent to which the students should be represented in ETS and the institution itself; and six, the very mundane question of how students' needs are serviced. That is, there have been some rather severe snafoos involving scores not getting to educational institutions or of students' tests which have not been fully disclosed and which have tripped up students' choices in terms of what schools they are going to get into. But the most basic question we want to go into is why our educational system has permitted a dual monopoly both of ETS philosophy and ETS testing. That's the real question. In other words, even if we agree that the tests are necessary, even if we agree that these kinds of tests are necessary are they not being given overwhelming weight to the exclusion of other

evaluative factors with which the student should be treated?

QUESTION: If you were to apply to a college and one of the requirements was that you have taken it, would you have a right legally to protest that particular requirement?

MR. NADER: Well, I don't believe so. Colleges have legally been given broad discretion in laying down requirements. The only conceivable challenge I can see is on a theory of monopoly. And that's going to be sort of farfetched under the present theory of judicial initiative in our courts.

QUESTION: Would you comment briefly on what you think are some key indicators and possibly fairly simple measures or outcomes which would be indicators of success in children in schooling.

MR. NADER: When I speak of accountability I am not just speaking of a kind of uniform standard which may be agreed upon at the federal, state, or local level. I'm also speaking of a fluid accountability, ad hoc accountability, in a sense that would occur, or probably would occur and is anticipated, an accountability patterned to people in the community. That's got to be very flexible. For example, the common law developed that kind of patterning-- people would file suits throughout the decades and the common law would develop rights of people out of the ongoing factual conflict that arose from the community. As far as your question is concerned--that question is, what do you want to test the student for? I'm not so certain it can be done quantitatively in terms of these indicators, but there seems to be a need to develop certain categories of knowledge about certain portions of our society that can be considered a prerequisite of educational attainment. I'm not simply talking about the fact that students need to be able to write a grammatical sentence or apply a mathematical formula accurately, I'm talking about, for example, the need for every student that graduates from elementary school or high school to have a knowledge of our legal system, of what juries are, of what courts are about, of what rights are, and what obligations are. I would add to that list as I'm sure we would all add to that list, a number of other achievements.

Now, I don't think that can necessarily be tested ETS style. I would test in terms of maximum individuality for the student--that is in writing the English language. There is another way of determining whether there is achievement. One is experience, not just what you know and can put down, but what you have experienced. What can you do in terms of arts and crafts, or what have you experienced in terms of political education? There has got to be much more getting out beyond the school and spending time in various areas. Notice how abstracted we are in our life today. Once you get out of school you go into a career. That's about the only thing you'll be experiencing for maybe 30-50 years. And so few have the sensitivity to what it's like to be a garbage collector, a coal miner, a farmer, or someone who cleans the windows on a skyscraper, or what have you. I find that in my work, which is

about as varied as you can have in terms of problems that you deal with, I am referring constantly to a variety of experiences that I had when I was a student working at various jobs. I made a point of working at various jobs between the years between high school and college and in law school.

Now, I'm asking the question: what is the obstacle to students sharing in this kind of experience? Instead of the two weeks, three weeks, one week, merely observing as when you take the kids out to the airport and say, "Look at the airport," and file through the airport or the museum, I'm talking about experience that should be integrated as a function of educational attainment.

Then there should be a problem-solving standard. How can the student grapple with a problem and solve it? A social problem? An economic problem? A personal problem? A mental problem? Experience is extremely important in distinction to simply studying and regurgitating, even if it involves essay type and more analytic type digressions. That's going to take quite a detour from our multiple-choice pattern. You know what Senator Proxmire is doing now? He goes back home to Wisconsin and he spends one or two days working in an occupation, for instance he spent a whole day with a garbage man, even putting the stuff in the truck. The garbage man was very impressed. And he's doing it because he said, "I've been abstracted too high up." It's just like corporate executives, they're up there ahead of some oil company which owns six coal mines in West Virginia or Kentucky and they hear about Coal Mine Black Lung Disease, but they never come close to it. The coal mine becomes an abstract symbol--namely, units of production, sales, profit. That's the way they evaluate that coal mine. So they become very insensitive to the kind of human problems that are at the bottom, hierarchically speaking, of their occupation. So it's not surprising that they can become chronically irresponsible, institutionally irresponsible. My antidote to that is that every top executive of an organization should spend at least two to three weeks a year at a bottom level of the organization. The President of Pan Am should spend two weeks behind the ticket counter. Or the President of General Motors should spend two weeks on the production line. It's a very important de-abstracting of hierarchical career roles that does awful things to a person's sensitivity and moral judgment.

QUESTION: What kind of bureaucracy in your experience has horizontal vision, horizontal concern? What are the processes that a bureaucracy has to look to in coming to a horizontal way in which it's responsive to the consumer rather than vertically to the ultimate elected office holder? How can we, as bureaucratic managers, structure our bureaucracy so that it is responsive in the way you suggest other than getting behind the ticket counter?

MR. NADER: One is to look at every stage of bureaucracy and ask: Why? The way to the future is, hopefully, demanagement, as the title of a book which just came out puts it. Basically you can cut the size of bureaucracy and increase your productivity. The fundamental question is: Why? Why is there a need for a

special assistant's assistant to a special assistant? Look at your bureaucracy base and say: Why? Are you integrating welfare? People really have no jobs. I mean they have jobs, but they're "no jobs". They either exist to say no to people, or they don't do anything. It's hard to reduce because everybody thinks their bureaucracy can't lose any people. They really need more people. I think a good test in Washington, for example, would be to take one department and reduce it by two-thirds in order to see if one-third can do the whole job in a much better way. I think they often can. Because I think after a while people get not only less productive but they create their own work for themselves. . .which becomes the end of bureaucracy itself.

MIDCAREER: CREATIVITY OR DECLINE

Price M. Cobbs

The topic for this morning is Midcareer: Creativity or Decline. Because my profession is that of a psychiatrist and my experience is in this area, I have chosen to approach this topic from the standpoint of mental health in midcareer. However, one difficulty in talking about mental health in midcareer is that although there is much data in the behavioral sciences about it, we ignore it and develop defenses against that knowledge. Therefore there is little that we consciously think that we can do about it.

A primary difficulty inhibiting the discussion of midcareer or the midlife passage is that we are in reality only one step removed from talking about death. And, we don't have to think very deeply to realize that talking about death is extremely difficult in our society.

Nontheless, if we are to think fruitfully about pouring new wine into old bottles, we must focus on what occurs to a person during midlife. In general as we view people in midcareer there is a perception by them and others of having reached a plateau. This in and of itself might not be significant. However what makes it a time fraught with tension and anxiety is the frequently unrecognized perception that after this particular plateau has been reached there are no others.

As Americans, we have ample reminders that we live in a youth oriented culture. Daily, through all forms of the media, we are barraged with messages informing us that a satisfying life is no longer possible after the age of thirty. Challenges, we are told in forms both gross and subtle, are not available to those with bulging waistlines, receding hairlines, wearing ill-fitting dentures, or suffering from constipation.

In short, those over thirty cannot expect a Woodstock. Rather, living in a youth oriented society makes some type of crisis almost

inevitable when one realizes that youth is gone and the majority of one's life has most probably been lived.

It is at this time, possibly between thirty-five and forty and most probably between forty and forty-five, that midlife and midcareer crisis occur for many. It is the time when many people undergo depression, fear, self-doubt, and a loss of confidence. These intensely personal feelings in turn contribute to a concern about one's career and a preoccupation with further productivity and usefulness.

On a more physical level there is a dreadful apprehension about the ravages of time; of high blood pressure and heart attacks, cancer and strokes, and alarm about reduced energy and stamina.

In a survey conducted by Dr. Lee Stockford of Cal Tech and involving about 2100 men and women, he found that 80% of them went through a period of intense turmoil and frustration beginning as early as the late thirties. The sample consisted of people who held professional and managerial positions. While of course some weathered the storm better than others, approximately one in six never fully recovered. And, in addition to the problems of the individual, undoubtedly there is incalculable turmoil and frustration for the family, friends, and colleagues of those who are undergoing midlife and midcareer crisis.

For those working in education perhaps more so than in other lines of endeavor there are special pitfalls. During the past twenty years there have been profound changes in not only what you do but how you do it. Teaching methods and administrative practices have changed immeasurably; accountability and outside scruting are greatly different. As a result the educator in midcareer finds a vastly different ball game from that present at the beginning of a career.

In many school districts blacks, and other minorities have served as a cutting edge in asking different questions and demanding different answers. In my view this development more than any other has served as a catalyst in leading to shifts in emphasis, focus, and changes in values.

Students and parents increasingly have a voice; teachers and administrators now have powerful groups and lobbies. Boards of education and politicians are much more actively involved in educational policy, budgets, and allocations. Thus, for the educator at midcareer these and many other focus have combined to increase greatly the difficulty of pouring new wine into old bottles.

And, if we are to understand how to achieve good mental health at midcareer we must take all this and more into account. We must know not only why a crisis occurs but more specifically what are its signs and symptoms and what can be done about it.

For many people first and foremost comes the realization - sometimes vague and gradual, at other times abrupt and shocking -

of a sense of loss. There is a heightened awareness of lost opportunities, of neglected challenges, of major investments of time and energy that on reflection seem small and unimportant. This sense of loss is usually the beginning of a chain reaction that in turn sets off a critical self-examination into one's life and worth.

In our twenties and early thirties we are carried, pushed and pulled by hopes, plans, and dreams. Regardless of early failures and false starts one can face the future with a sense of something to look forward to. After the age of thirty-five or forty one feels neither as vigorous nor as attractive as previously. Youth is gone and one is constantly reminded of that fact. The loss of dreams, hopes, and goals can be devastating but of even greater importance psychologically is the loss of a sense of a future.

By the age of forty or forty-five the person has a more complete picture of reality and where one fits in. By then most people, whether they admit it or not, have some idea that if their goals have not been reached or are not close then the chances of reaching them are slim. Here, the seeds of midcareer crisis flower. However unrealistic they might be, without goals and dreams to prick and prod us there seems little to work for and nothing to struggle against.

In consulting with people on many projects and seeing numerous others in the office over the years there are characteristic patterns of behavior that one can observe. As the midcareer crisis emerges many people turn more to alcohol and of course increasingly to other drugs. Others begin to fight the loss of youth by dressing and acting as if they remain perpetually twenty. Still others began to take more physical risks or have a series of affairs.

These and other symptoms form a constellation that can be grouped around depression, poor health, fear and hostility toward family, and co-workers, and retiring on the job. In order to more fully understand where and how to intervene let us look more closely at these symptoms.

DEPRESSION

As I mentioned earlier any significant loss in life, or a person or a part of oneself, requires a period of mourning in order to adjust. If, as is so often the case in midlife, the mourning includes a sense of frustration and disillusionment then it is not surprising that one becomes even more depressed and thinks that most things are senseless and futile.

The person loses interest in almost everything that was previously enjoyed. More time is spent alone and there may be difficulty in sleeping, concentrating, and making decisions. The person in the throes of a depression will generally feel irritable, restless, and hypercritical of self and those around. It then becomes a natural progression for job performance to suffer in both quantity and quality.

POOR HEALTH

It has long been known that emotions can affect physical well being. Depression, frustration, and tension invariably make people more susceptible to physical illness and disease. Recent research has correlated the increased incidence of heart attacks in men with the lack of satisfaction at work. In one fifteen year study of aging the single strongest predictor of longevity was found to be work satisfaction. The second best predictor was a person's overall satisfaction with his or her life.

FEAR AND HOSTILITY

The person at midlife usually experiences changes in the way he reacts and responds to others. Such a person can become more fearful of colleagues and threatened by people who were not previously regarded as threats. There can be a closemindedness about cooperating with others. Along with this there can develop a tremendous antagonism about being supervised by others.

The home life of the person in a midlife crisis can be and frequently is one filled with hostility, bitterness, and a projection of negative feelings about self onto spouse and children.

RETIREMENT ON THE JOB

All too often the person in a midlife crisis surrenders to doubts, fears, frustration, and unhappiness. In effect the person withdraws from competition. Whatever drive, persistence, and creativity that was heretofore possessed is blunted and shelved and the person concentrates solely on hanging onto a job or position. There is a sense of reaching a leveling off point and once there, one doesn't want to rock-the-boat.

As a result many people make an almost conscious decision to stop growing and they begin to work at a bare fraction of previous capacity.

As State School Chiefs undoubtedly your first questions have to do with developing plans and programs for pouring new wine into old bottles. However, a most significant stumbling block in dealing with the problem has been the lack of recognition of its widespread nature. Therefore, an important part of any approach to resolution of the problem is open recognition. In short, to bring out of the closet the problems of midlife and midcareer.

Through in-service training, seminars, workshops, and new courses educators should be informed of the nature of midcareer crisis; what it is, how it affects behavior, and how it can be handled. Open recognition and communication about these problems can provide in and of itself some solace to the midcareer educator who frequently has the feeling that there is something uniquely wrong with him and that he alone suffers from such unrelenting doubts, fears, and anxieties.

Individuals must be made aware that these stresses and strains are not something peculiar to them and that they are experienced by many others. One of the factors complicating and compounding mid-career crisis is the perception by the individual affected that what is occurring is due to some ingrained fault or peculiar inner weakness.

Therefore, a first step is to devise ways of removing the sense of shame and guilt, the feeling of a stigma. The second step involves thinking of a program design that offers personal and vocational counseling in midcareer.

In my view school districts should provide midcareer counseling centers or clinics, not only to resolve existing problems but to anticipate and avoid much of the psychological damage discussed earlier.

At this conference last year one of your speakers mentioned that the average age of the population is moving upward. Very specific to education, a combination of declining birth rates, funding cutbacks, and changes in negotiated agreements on seniority will continue to shift upwards the average age of professionals. This speaks even more to the need for counseling clinics and centers.

Such clinics and centers need not be that expensive. We are not talking about lengthly periods of in-depth analysis but providing a setting for focused discussions, catharsis, provision of resources, and helping people work through what should be another period of growth and development.

Counseling of a supportive nature is called for. The middle-aged person we are talking about is generally well educated and possessed of considerable verbal skills. What is needed is someone to talk with about problems; an objective, trained listener who will not inhibit discussion.

People in the midst of a midcareer crisis rarely discuss their problems with colleagues. They feel vulnerable and are frequently fearful that their deficiencies will be discovered and used against them. In the educational field particularly there can be a great fear of three types of obsolescence.

Technological - obsolescence can occur typically to the teacher or administrator who has failed to keep up with new developments in the field.

Interpersonal - obsolescence describes the person who no longer possesses the interpersonal skills enabling one to get along with students, faculty, or administrators.

Cultural - obsolescence is particularly crucial in education. It occurs when certain cultural values are in conflict with current cultural values and norms.

Therefore, understanding the prevalence of these three obsolescences can be particularly helpful in developing for some type of counseling program. I agree with Mr. Nader when he mentioned last night that many times a well planned and thought out career change can help a person achieve a renewal of life.

Our interests, desires, and aptitudes change over the years and what one was suited for twenty years ago may be distasteful at present. Also one's career choice at age 17-21 is often dictated by considerations other than one's aptitudes and interest. By midlife new interests and aptitudes develop and long dormant old interests may be rekindled. This is particularly true of older minorities and women where a career choice was many times dictated by what was available.

In conclusion, if we recognize the problem and intelligently devise approaches to it, then it should be possible to pour new wine into old bottles.

TOWARD A MODEL OF LIFELONG EDUCATION

Malcolm S. Knowles

Alfred North Whitehead presented the insight about two generations ago that the reversal of the relationship between two basic dynamics of civilization in this century has required the redefinition of the purpose of education. Throughout History, until the first quarter of the 20th century, the time-span of major cultural change was greater than the lifespan of an individual. Under this condition it was appropriate to define education as a process of transmittal of what is known--of transmitting the culture. It was also appropriate to define the role of the teacher as that of transmitter of information and to regard education as an agency for youth.

But, Whitehead pointed out in a commencement address at Harvard University in 1930, "We are living in the first period of human history for which this assumption is false. . .today this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions."[1] In other words, as the time-span of major cultural change has become shorter than the life-span of the individual, it becomes necessary to redefine education as a process of continuing inquiry. The role of the teacher must shift from that of transmitter of information to facilitator and resource to self-directed inquiry, and to regard education as a lifelong process. For knowledge gained at any point of time will become increasingly obsolete in the course of time.

Two generations after this insight was presented, the schools around the world largely remain tied to the subject-matter transmittal framework of the medieval trivium and quadrivium (with some

elaboration and the addition of vocational subjects). Accordingly, the educational establishment has come under increasing criticism from such social analysts as Saul Alinsky, Philippe Aries, Jerome Brunner, Jerry Farber, Paulo Freire, Paul Goodman, John Holt, Torsten Husen, Sidney Jourard, Ivan Illich, Rene Maheu, Margaret Mead, Jean Piaget, Neil Postman, Everett Reimer, Carl Rogers, Charles Silberman, Harold Taylor, and Alvin Toffler. The heart of much of the criticism is that the schools are out of touch with the reality of both human nature and the nature of a changing world. And one of the crucial new realities is that education must be lifelong to avoid the catastrophe of human obsolescence.

Clearly, therefore, new models of education as a lifelong process must be developed. I present the skeleton of such a model below in the hope that others will join me in strengthening it and putting flesh on it. The model consists of several assumptions and elements.

Competency Development for Life Roles

The first assumption is that the purpose of education is the development of competencies for performing in the various roles required in human life. The first element in a new model would, therefore, be a taxonomy of these roles and their required competencies. Here is the beginning of such a taxonomy:

Roles	Competencies
Learner	Reading, writing, computing, perceiving, conceptualizing, evaluating, imagining, inquiring
Being a self (with unique self-identity)	Self-analyzing, sensing, goal-building, objectivising, value-clarifying, expressing
Friend	Loving, empathizing, listening, collaborating, sharing, helping, giving feedback, supporting
Citizen	Caring, participating, leading, decision-making, acting, "conscientizing," discussing, having perspective (historical and cultural)
Family member	Maintaining health, planning, managing, helping, sharing, buying, saving, loving, taking responsibility

Worker	Career planning, technical skills, using supervision, giving supervision, getting along with people, cooperating, planning, delegating, managing
Leisure-time user	Knowing resources, appreciating the arts and humanities, performing, playing, relaxing, reflecting, planning, risking

Obviously this list is not exhaustive; it is intended merely to illustrate some kinds of potential candidates for a taxonomic system.

Development of Skills of Learning

The second assumption is that the primary purpose of schooling is to help children and youth learn the skills of learning. The ultimate behavioral objective of schooling would be: "The individual engages efficiently in collaborative self-directed inquiry in self-actualizing directions." I believe that these skills of learning include at least the following:

1. The ability to develop and be in touch with curiosities. Perhaps another way of describing this skill would be "the ability to engage in divergent thinking."

2. The ability to formulate questions, based on one's curiosities, that are answerable through inquiry (in contrast to questions that are answerable by authority or faith). This skill is the beginning of the ability to engage in convergent thinking or inductive-deductive reasoning.

3. The ability to identify the data required to answer the various kinds of questions.

4. The ability to locate the most relevant and reliable sources of the required data (including experts, teachers, colleagues, one's own experience, the various audio-visual media, and the community).

5. The ability to select and use the most efficient means for collecting the required data from the appropriate sources.

6. The ability to organize, analyze, and evaluate the data so as to get valid answers to questions.

7. The ability to generalize, apply, and communicate the answers to the questions raised.

The Development of a Spiral of "Learning Projects"

The third assumption is that the curriculum of organized education will most effectively achieve the objective of schooling if it is organized according to a spiraling series of individual learning projects,[2] with the understanding that several individuals with similar learning needs might engage in a learning project collaboratively. Under this assumption I visualize that the school would be presented to learners as a "learning resource center" and that teachers would be presented as "learning project consultants."

In brief, the curricular process would work something like this:

Each individual's learning project spiral would proceed according to his maturational process.[3]

At each developmental stage (to be determined by diagnostic procedures) the learning project consultant would expose the learner to appropriate role competency models. For example, for early learners these might include the beginning competencies of the roles of learner, friend, family member, and leisure-time user. These roles might well be the focus for the next several years, with increasingly complex competencies being presented. In early adolescence the emphasis would gradually shift to the roles of unique self, citizen, and worker.

Following each exposure to a role competency model the learner would select a set of competencies for which learning projects would then be developed with the help of learning project consultants and other relevant resource specialists. Emphasis would be placed on the learner's making use of learning resources increasingly proactively and in widening circles out into the community.

At the completion of each learning project the consultant would engage with the learner in an analysis of the experience in a variety of dimensions, including cognitive gains, learning skill gains, affective gains (and losses), and diagnosis of further needs.

I visualize that the learner would be gradually weaned away from the perception that he is engaged in schooling, and that when he has acquired the skills of learning appropriate to his aspirations he will come to see himself as a self-directed learner, making use of the learning resources center as a resource that is available to him on his terms for the rest of his life. There will be no such thing as graduation. There will be no such thing as adult education. There will only be lifelong education.

NOTES

[1]Alfred N. Whitehead, "Introduction," Wallace B. Donham, Business Adrift (New York: McGraw-Hill Book Co., 1931), pp. viii-xix.

[2]For an elaboration on the concept of learning projects, see Allen Tough, The Adult's Learning Projects (Toronto: The Ontario Institute for Studies in Education, 1971), pp. 6-15.

[3]For fuller treatment of my concept of "Dimensions of Maturation," see Malcolm S. Knowles, The Modern Practice of Adult Education: Andragogy versus Pedagogy (New York: Association Press, 1970), pp. 25-29.

HOW INDUSTRY DOES IT

Philip B. Swain

Thank you. The introduction was embarrassingly long but having listened carefully during the proceedings yesterday morning there is just one thing I wish he might have mentioned but he didn't--and that is: at one point in my career I lived in Raleigh, North Carolina for three years. I gather that that gets you points of some sort in this group.

Maybe you will remember as I do that at the conclusion of yesterday morning's session, Wilson Riles said, if I accurately transcribe his comments: When we talk about renewal, we have to do it in the context of the public's schools--we're not Ford or General Motors. I want to make it clear that I agree with that observation. My hope here this morning is that together we will be able to look at this subject of renewal for the continuing development of the individual, look at it in the private sector and then perhaps arrive at some understanding of the ways in which that experience in the private sector is transferrable, along with, perhaps, ways in which it is not transferrable, to public education.

As basis for discussion I am going to ask that we form some rather informal sub-groups of six people around the table. And in just a minute or two--I realize this is like carrying coals to Newcastle to presume to make an assignment to an academic group of distinguished educational leaders--but I am going to give an assignment to each such group of six. Within those groups would you discuss the Joe Howard Case which I have provided you?* It's all in your binders. Select among the six of you a spokesman to tell the rest of us how your group as a consensus would answer these two questions: The first question is: If you were Cal Johnson, what would you say to Joe? And, secondly, what is Joe doing in the situation you approve of; what is he doing that you disapprove of, and why? Now giving the time constraint we are under I am going to suggest that we try to get into a position to make these reports back to the total group in about fifteen minutes, certainly no more than twenty, and I'll try to watch carefully and if it looks like you are through before that, we'll go ahead.

THE JOE HOWARD CASE*

"So that's the picture. We are getting support from all of the line managers except for Joe Howard. I wish we could do something about him." This is how Ben Marshall, the Director of Management Development, ended his presentation summarizing the status of his function to his boss, Cal Johnson, the Director of Personnel.

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*See Joe Howard Case beginning on this page.

*Allen Zoll, Management Education Associates

Ben had been discussing the response to his quarterly announcement to the organization of the training programs to be offered for the next quarter. Response to these courses, which were offered on company time, determined the level of activity of the Management Development group for the coming months.

"Well, I'm overdue to have a visit with Joe Howard," Cal said. "And this is as good a topic as any. Why don't I drop in and see him, and I'll get back with you afterward."

"That will be great, Cal," Ben responded. "It's too bad to have one section where the manager is unconcerned with his people's development."

As the Director of Personnel, Cal Johnson had what was called "functional authority" over the area of development of the people within the organization. And Cal did drop in on Joe Howard that afternoon. This is how the conversation went, as Cal reconstructed it afterward.

When Cal went to Joe's office, Sally, the secretary, was nowhere in sight. After waiting a few moments, Cal tapped on the door to Joe's office, opened it, and put his head in.

JOE: "Hi, Cal, come on in. I'll just be a minute more here." (As Cal moved into the office and sat down, Joe continued to talk to his secretary, Sally.) Now on this one, Sally, you know as much about it as I do, so would you write the letter to him? I need not see it before you send it unless you feel I need to. And will you please tell Howard to go ahead with his planned approach --but I want him to show me his plans before he commits any funds."

SALLY: "Howard is to go ahead as planned, but you want to have another look before funds are committed."

JOE: "Right. And, Sally, would you hold the calls and visitors while Cal is here?"

CAL: "No, don't do that. This isn't scheduled, it's just a drop-in visit."

JOE: "Well, okay, if you don't mind. I did tell my staff I would be available to them during this time. So we are interruptable, Sally. And thanks." (Sally leaves.)

JOE: "Sorry to keep you waiting, Cal."

CAL: "No matter, Joe. I couldn't help but notice that you told Sally to go ahead on her own, but with Howard, you want to look at his plans again."

JOE: "Just an insurance policy, Cal. They are both good people and will do their best. But with Howard's project, when we take the plunge it means a substantial commitment in dollars. If it were a lesser amount, I would probably not take a last look--even if it might go wrong. He would learn more by taking the risk on his own."

CAL: "Interesting approach. Joe, did you get the memo about the new training courses being offered next quarter?"

JOE: "I sure did. But as long as they are offered on company time during work hours, I really don't see how I can send anyone. I try to operate slightly understaffed so that we all have to determine the priority of what we do. I've discussed it with my people, of course, and they all stated that they can't attend this next quarter. (Phone rings and Sally buzzes.) Excuse me a minute, Cal."

JOE: (Into phone) "Joe Howard. Oh, yes Bill. Thanks for calling. Bill, I want you to give a presentation to the Vice President and two people from the home office next Thursday on our new tracking proposal. . .No, I want you to do it. You'll do a good job. . .Sure, I'll look at a rehearsal. . .Anyone you want to have there. . .Okay, fine, let's set it for Wednesday at one so you will have time to make any changes you want to before the real thing. . .Fine Bill." Hangs up.

JOE: "Sorry, Cal. Well, anyway, that's the point. I'd like to develop my people, but I just can't spare anyone the next few months."

CAL: "Well, I can understand that, Joe."

JOE: "I try to have each one of my people clearly understand the job, and know our objectives and results we are trying to accomplish, and I try to reward them when they do accomplish results. But at the same time, I am concerned that we can't seem to send people to you for developing." (There is a knock on the door and Ann Briggs, one of Joe's subordinates comes halfway in.)

ANN: "Pardon me, Joe. You wanted to see me and Sally said it was okay to interrupt. Hi, Cal." (Cal gives a wave.)

JOE: "Sure, Ann, come on in. Ann, I'm not going to be available for the General Manager's planning meeting next Friday, and I want you to go in my place. It's Friday at three in Matt's office. Can you make it?"

ANN: "Well, yes, I could." (Glances at Cal and turns back to Joe.) "But, Joe, you know how I get up-tight in a meeting with all that brass."

JOE: "I know you used to, but that's getting less so, isn't it?"

ANN: "Well, yes, I guess so. The assignments you've given me have helped a lot."

JOE: "Fine. You know our goals. You have full authority to commit us to whatever course of action you feel is appropriate. And I'll make sure that Matt and the others know this. Okay?"

ANN: "Okay. Fine, I'll do it."

JOE: "Oh, and Ann, the decision to cancel the Evans order was not made as soon as it might have been. Let's plan to review it at our meeting next Tuesday and see where it should have been canceled to cut our losses. Okay?"

ANN: "Fine, Joe, I'll get the data together." (With a wave at Cal, Ann leaves.)

JOE: (to Cal) "She'll handle Matt's meeting just fine. She has a lot of skill in working with what she calls 'the brass.' But being young and being a girl, telling her isn't enough. She has to gain the confidence, too. And when I'm really tied up, like next Friday, this is a ready-made chance.

CAL: "How will Matt and some of the others feel about her substituting for you?"

JOE: "No problem--as soon as they are sure we mean business. That's why I'll call them, to make sure they know her authority to commit is real, and that we'll back up what she agrees to. They'll treat her just fine."

CAL: "Joe, you mentioned to Ann your meeting with her next week. Do you meet with your people regularly?"

JOE: "Yes, I try to every week. Staff meetings are fine when information or problems must be shared in common. But I find it useful to see each one alone, even when there is nothing 'hot' to talk about. Even if I don't have something, they usually do. (Pause) Anyway, Cal, I'm glad to have the chance to explain about our not having anyone for your training courses. I think they are a great idea, though."

CAL: "Well, I appreciate the testimonial."

JOE: "I know that Charlie, and some of the other sections make a lot of use of your courses, and I don't.

How do they do it, anyway? Maybe we should just take the time, and let some of our other work go. But that doesn't make sense to me either. What suggestions do you have on how I can give my people training for their growth? (Phone rings, Sally buzzes.) Pardon again, Cal. I should have asked Sally to hold them."

CAL: "No, that's all right. Go ahead."

JOE (into phone): "Joe Howard. Oh, hi Pete. I sent you something in the mail this morning and wanted to explain it. It's an announcement for an opening in the Southern Division, and it seems to just fit what we've talked about for your development. I think it would be a real challenge for you--a job that would really make you reach. But I didn't want you to think I was trying to get rid of you. (Listens a moment, laughs.) You know better than that. . ."

As Joe finished his conversation with Pete on the phone, Cal wondered what he might say to Joe about his use of training courses being offered.

What would you say to Joe?

1. What would you say to Joe if you were Cal?

2. What is Joe doing that you approve of? That you disapprove of? Why?

Let me suggest that we come back together as a whole.

Let us hear from Group A.

On the question, what would you say to Joe, Group A's answer would be: "Joe, I came here originally to bawl you out for not supporting our staff development program, but now I've found out you don't even need this program, in fact we would like to make you a special consultant to design and maybe even help in the company-wide training program." Joe would respond quoting the book Up the Organization saying that the two functions of any company that are probably not needed are public relations and personnel and that they could save money by deliberately understaffing at that level as well.

Number two, what is Joe doing that you approve of? Our group felt that his informality was excellent and that his management style, that of pushing people to make decisions and then giving them feedback, and also helping them evaluate themselves. This was the best feature of his administrative style.

What we disapproved of, for one thing, was that he didn't

tell Cal Johnson and the higher ups that he had his own management development program that was really working quite well--he should have given at least some signal up. He is at least partially to blame for the fact that top management didn't know what a great job he was doing.

How about the next group, Group B?

Initially, we decided our response would be simply to say, "So long, Joe," because it was apparent that Joe had some sort of staff development going on in his unit. We were concerned that Joe seemed to be handling a lot of things on an ad hoc basis.

However, we did have a minority report which I will paraphrase: "Joe, get your head out of your ear. I want to see three people in there next week. That's the way it's going to be!"

Will the next group report?

Our group thought that before we could say what we would tell Joe, we should look at what we like, what we disliked. Insofar as the company is concerned, he would be considered a person who is flying on his own, not so much a team member. He should try to find ways to join the team, it that is the company president's wish. He had some of his own views as to whether or not he should participate in training activities on company time. That decision probably needs to be made on up the ladder somewhere. We did like the fact that he tried to build confidence in his people. He spent some time personally in touch with them. We thought this was a useful characteristic. He was interested in personal advancement for his people, though after Cal had his discussion with him, and after he heard how he worked with his colleagues, we felt that the thing we might say to him would be: "In the event you don't feel that you can meet the training objective of the company in the manner we have prescribed, how are you going to meet it? Give us some information on how you feel it can best be met because evidently your people feel comfortable with you and there is personal advancement and training." I think the next conversation would be concerning whether or not the president of the company or those in charge of Joe's work would have to insist that he come along on the team or maybe they recognize and acknowledge his good work.

Thank you. The next group, please.

We felt that in the first place, we didn't know enough about Joe and evidently no one else did either. Joe is a hard guy to understand and tie down. But we thought probably we would have to get his attention some way before we could even talk with him. Perhaps we would get an appointment with him and say at that point, could we have ten minutes of uninterrupted time to discuss this matter. We couldn't talk with him under the circumstances described. We did feel that he was open, that he delegated authority which was good, although he seemed to delegate more authority to lesser people and less authority to higher people. He did have some staff

development or at least low-level staff development of his own going on. We did not approve of his writing off high level meetings without any interest on his own--always sending someone else. In fact, he said that the girl he was sending to the meetings with the brass ought to pretty soon get to know the brass because he was sending her often enough. He didn't have any intention to meet with them. We disapproved of that.

Thank you. Will the next group report?

Our group felt that Joe has a great deal of confidence in his workers; that he was sympathetic to them; that he was anxious to bring out certain latent aspects of their characters; and that Cal may have realized this. But on the other hand there may have been questions about Joe himself as to how he would fit into this whole scheme of things. We recognized how Walters fit into Joe's scheme but we aren't sure how Joe fit into the larger scheme. We felt that Joe seemed to be somewhat iconoclastic, and we wondered how that would affect the whole and, if it did, what would be the repercussions and what were his ultimate ideas about the group. Giving them a chance to meet with the brass, encouraging them to take on new jobs, shows that this man was interested. But on the other hand how would he fit into the larger group.

Thank you. Next group.

We were unable to arrive at a decision. I think, generally, we support Joe and the openness with which he operated, the delegation of authority. He seemed to be on top of what he delegated and he follows up to see how well the delegation of authority went. It appears that Joe had really no great enthusiasm, or he simply didn't believe in training programs when you get down to it, although there is good reason to believe he may have inwardly some serious doubts about that because he did at the end, just before his last phone call, say, "Some of the other sections make a lot of use of your courses and I don't. How do they do it anyway? Maybe we should just take the time." You could tell there's a question there and it could well be that Cal, in answering the first question, could come on pretty strong and perhaps make the sale there even though Joe might be very negative about it. It shows he's got some feelings that maybe he's not so sure of himself about not participating. The other point about his people did not want the training program--that could easily be Joe explaining to them that they did not want the training program. And so I would think that it would be a fair time to come on pretty strong that that's what he ought to tell his people to go ahead and do. It also says that this would be a good opportunity for them to get a better view and become a little more personally acquainted with others in the company, and perhaps give them a greater chance for advancement. And that probably would have a good appeal to Joe in terms of participating in the program.

Thank you.

Maybe you feel as I do that that's an interesting set of per-

ceptions and of course one of the problems with a case like this is that we never know all we would really like to know about situations or of the people to give a full and fair analysis. But what we've been talking about seems to me to be, both in your small groups and in the reports from them, the question of what development really is. Of what does it consist? And thinking of that question I'm now going to ask you to do another piece of work. I'm going to pass around the table a very simple instrument that is headed: What is development? I am going to ask you individually now, this is not a group activity, just take a few minutes to check off your response to the questions here as to whether each of the described statements or each of the quoted statements is or is not in your view developmental, and again remembering the educational auspices under which we meet, these papers are not to be returned, so don't have any concern on that score.

Have you had a chance to run through the seventeen? Let me ask just by way of overall summary, how many have ten statements checked as being developmental? No? Anybody come down on eleven? Twelve? Thirteen? Fourteen? Fifteen? Sixteen? Seventeen? It seems to me that although this may be a somewhat superficial exercise, that it does point up that you feel in varying degrees approaching 100%, that these are the types of attitudes, reflected in statements, that do open the door to developmental possibilities. And not to belabor a point which I'm sure you're very much aware of, no one of them involves a formal off-the-job educational program. Now as one who has worked in the field of management development and training for a number of years, I don't stand here to say that training or in-service education, if you will, do not in context have their places in the renewal or development of people. I would suggest from the industrial perspective that I was asked to bring to bear here, however, that courses are relatively of secondary importance to the way in which we use the real life situations in which people are involved in their assigned jobs.

You may feel at this point that I am overdoing the papermill, but I am going to pass around one more thing at this point and this doesn't involve activity on your part, it is something that I think we might want to take a couple of minutes to look at together and that if you think well of, you will want to stick in your notebooks and take home. This document is a very informal, homegrown thing developed by one of my associates in the Boeing Company. As it comes to you, you will note it is headed, Methods of Developing Managers, and that on the front side of that page is a long list, a sort of an informal checklist, if you will, or resource list of on-the-job opportunities for development of subordinate managers. This is for the reference of the manager in his role as it involves responsibility for the development of his subordinates. Now, there is a little bit of Boeing jargon here and if you come across a line that you don't recognize, I suspect that something like Screening and Selection Board Assignments, maybe that needs decoding. We have in our manufacturing operations boards that sit in the selection of the new first-level supervisors, foremen in the plant because very frequently the appointments are made from an area in which there is really no personal visibility. Even that sort of

function, sitting down and sorting through the folders and discussing what would make a good supervisor in this area is just one minor example of a type of assignment with developmental potential.

Question: What kind of organizational audit do you carry out?

Answer: From time to time, we will do within the company an internal consulting review of a major area of activity--quality control for example, and assign to that an interfunctional team of people not necessarily with any background at all and typically not with any background in the technical aspects of quality control but taking people from Accounting and Operations and Engineering and Personnel, etc., and then saying, "Go to it. Give this function, the way it is performed, its manning, and its organization, a thorough review and come back to the department heads with your recommendations." It's really the internal counterpart to employing an outside consultant, and the experience is of tremendous value for the people who are involved. There really are many developmental activities, when we stop to think about it, which are day-to-day on-the-job. In the simple ways that we arrange to cover an absence or to fill a committee slot or to take care of vacation replacements or to get a presentation developed we may find growth potential. There are just marvelous opportunities if we have in view, if we have the commitment that underlies that view, but if we have in view the individuals in our organizations, what their needs are in the interests of their development, and what we can provide them in the way of opportunities to facilitate that development.

The backside of the page you'll notice does mention many off-the-job types of activities that also in context play a part. These include, but are not limited to, a number of different types of training or educational activities. One that may seem sort of obvious and superficial and even corny to you, just sampling this at random, is that every year in the Seattle area and other major locations where we have plants we are tapped by the United Fund or the United Good Neighbor Drive to supply a certain number of loaned executives for a nine or ten-week campaign to raise the local budget. We've found that if you pick the right person, that can be one of the most tremendous developmental experiences that we are able to make available. We're tapped to fulfill a community responsibility and we do that gladly, but we also get the fringe benefit of picking, if I may hypothesize a typical case, a relatively young man or woman who has spent all of his or her time working right within the Boeing Company, part of an organization that like any organization has its own sort of inbreeding, conventions and protections against the outside world and of putting that individual loose in the environment in which his Boeing business card or his Boeing identification badge doesn't do a thing for him. He's entirely on his own organizing his time, his approach to a given segment of the business community, scheduling himself, making a sales pitch, and having that very direct measure of results: what percent of quota he got, and how he compared with the person who covered that same group the preceding year. It's fantastic for the right young man or young woman. And yet I find very frequently,

even after years of using this opportunity, that many people can't understand what you're saying when you say that this request to you to give us somebody for a loaned executive role need not be viewed as a drain on your staff and the effectiveness of your operations. It can be a great opportunity for the right guy, the right person, to grow on the job.

Question: This may be a personal question, but your own personal involvement as President of the National School Board Association, is that looked upon by the Boeing Company as development? Do they approve of that kind of activity?

Answer: Well, I'm not a very representative case, my boss is a member of the State School Board so there is an unusual degree of empathy and understanding. But seriously, the company does have a policy, a published policy, which encourages people to become active in community and non-compensated public affairs, and even compensated activities in the case, for example, of service in the state legislature.

Question: Do you encourage people for these experiences who will make a good showing publicly?

Answer: The question calls for a two-part answer. Under the policy to which I referred, we encourage employees generally to become involved, without choices being made by the Company. Secondly, when we're asked for Company representatives, as for example by the United Fund, we do make choices. But. . .we consciously pick people about whom you couldn't predict with accuracy because we pick people for whom we think this would be a real growing experience. If you took a guy with a lot of marketing background and sent him down to solicit United Fund contributions, he might do a great job for United Fund, but it might not do much for him. So when you embark on this, when you embark on any genuinely developmental process, you take risks, and you evidence a willingness to bet on your people, but to find that in some cases, you lose. And I think that's the nature of growth in any organization. It's not an unfailing upward path: there are successes and there are failures.

Question: Is it conceivable, then, a guy could blow this one badly and still make real progress in the company in other kinds of endeavors?

Answer: Yes, sir, because the test has to be: what's the relevance of the success or failure to the position that you are looking at?

Question: How do you handle salaries when you shift the staff around, assuming that either a line position or staff position demands generally a higher salary?

Answer: Well, in our case, and I don't think we're uncommon in this respect being a heavily technology-oriented company, the compensation structure is weighted pretty heavily on the engineering-

scientific side and the problem of maintaining a balance in our situation, and I recognize the background for your question, is not so much one of line versus staff as it is technical vs. non-technical. We work at it hard and try to make it possible for example, that a promising, rising young engineering manager can move for developmental purposes to a job in finance without incurring penalty in his compensation.

Question: You mentioned that you had a screening committee. At what point in time does the screening committee begin to function or do you have one that functions continuously and you have a backlog of young people or people you wish to move from one area of responsibility on up the ladder. Just what mechanism do you use on this?

Answer: We have an annual process which we call the Expo program, short for Executive Potential, and within each organization, each functional organization, and within each operating organization, made up of a group of functional organizations, the target is annual identification of the equivalent of 5% of the management payroll, numerically, who are viewed as people of particular promise who don't otherwise have visibility. We don't, you know, want to have an assistant vice president on this list because he's established his credentials in the company and has visibility for purposes of assignment. But we want to get an artificial type of visibility for the people who are so far down the line or so new to the company or in some remote operation with the result that they don't have the type of visibility that will result in people thinking of them when opportunities become available. And for each Expo, and the current number given the total management payroll is something around 500 - 525 such people identified annually, and along with each identified Expo is a requirement for a developmental plan for the coming year. This is a person that you've said, in your organization, is of particular promise, and the question regarding him that you're accountable for is: "What do you plan to do during the next twelve months to realize that?"

Question: So really what you have then, you have a company policy that at each level or at each echelon you identify 5% of potential executives. Now, are these, then, identified at that particular time and referred to a screening board or do you just hold those in abeyance until there is a vacancy or do you have people identified as back-up people for each job as it may become available?

Answer: Well, a little bit of all of those things. We don't have a universal system of boards. We have a top level executive development committee which provides the president of the company with an opportunity to take a view across the operating organizations that make up the company and have a feeling of assurance that the company is seeded with the people who are about ready to step into positions of general manager or corporate vice presidential jobs. But we don't have in between them a comprehensive committee structure. What we do have and I don't like to brag about it because we're increasingly learning how to use it and still have a long way to go, but we do have a computer-based print out system,

a pretty sophisticated one, where if you're filling a job for a marketing assignment and want somebody that's had previous experience on the DC-9 program and has an MBA, we can deliver to you a stack of resumes and in lieu of committees what we are trying to encourage throughout the company is the selection of people on an objective basis rather than on the basis of whom you happen to know.

One final question: Are these people that make up the 5%, are they identified and do they know they are part of the 5%, and if they do, what effect does that have on them and what effect does it have on the other 95%?

Answer: For the reasons that are implicit in your question we try not to have them know. I say try not to have them know, for you know that you can never, in the final analysis, prevent the boss who thinks that it is going to be good for the relationship from saying, "Jack, you know I put your name on the Expo list."

Question: You have more knowledge than the average layman about the work of state agencies. Do you have any suggestions that we might follow in trying to develop staff? Some of the things we've talked about here I can't legally do. I can't legally loan someone to go on a United Drive for five or six weeks and just tell them to go.

Answer: You know I don't like to duck a question but I don't really feel expert to say what a state agency such as yours might do. I'll be perfectly honest, however, and say that the reason that I took the approach I did this morning is that I have a perception that too frequently, in public education, development of individuals equates with an in-service course or sending someone through training. By contrast, the point I guess I belabored by the exercise we've gone through is that there are all sorts of opportunities all around us all the time. Joe Howard doesn't know he's pretty good at management development but he's really not all that bad.

Question: How do you create an organization where risk taking is seen as natural and normal? I have seen in my own department that fear of losing or failure is a stronger motivation in people than the hope of winning or success and the result is a terrible caution in dealing with problems. What kind of steps can management take to encourage people to be looser about it and apart from the obvious of not punishing people if they do fail?

Answer: It seems to me that each one of us who is the head of an organization, who has the responsibility for subordinates reporting directly or indirectly through others, sets a tone by the way he or she acts with respect to immediate subordinates, and if I'm the sort of guy that dings you every time you make a mistake, you're not going to have risk taking down through the organization. If I indicate on the other hand by the way I behave that it is the order of the day that we push our capability and try to do a top job, I'm going to make some mistakes and you're going to make some mis-

takes, and if I make it clear that your status in the organization, your compensation, your advancement is based on a balanced view of performance and contribution rather than on isolated things that must be labeled failure taken out of context, I think that permeates the organization. We have in our company organizations that are all along that spectrum. Some in which people are uptight and just are never going to stick their necks out and performance on the job suffers as a result.

Question: What I've found on the contrary is setting of a certain tone in the front office that does not permeate into the organization. I have created a situation where in some ways I've compounded the problem because people in the third or fourth eschelon in my department have said, "Well, hell, we're reading your rhetoric about openness and flexibility and all that, and we see that you are dealing with those immediately around you that's the way it's happening, but, boy, that ain't the way it's happening in Vocational Education or in pupil accounting or some other shop.

Answer: We have an answer to that in industry that may or may not be available to you. My personal suspicion is that it may be available in a limited degree. But if you make the performance of your subordinates in that respect one of the criteria on which you evaluate their performance on an annual basis, that's pretty powerful leverage to get the job done down the line.

Question: I have encouraged business executives to get involved on Boards of Education. As a matter of fact, I've said to the business community, every chance I get, that you have a duty, that your business, your community depends on the quality of your schools. If you have lousy schools you are going to have a deteriorating community. And so in every way that you can cut it we need your help. The point of the question is this: I talked to a man recently about management who had the feeling that the public feels that schools are mismanaged, money is wasted, and all that. And I said, "Now, you know you operate a business. You're on the board, how are you coping with it?" And the answer was: "Well, Wilson, it's different when you're on the Board of Education and dealing with millions of dollars. It is not the same as if you are dealing with your own company's property." What do you think he meant when he said it is not the same?

Answer: I am experiencing a little of the frustration you may have had with Joe Howard: that there are a lot of other things you would like to know about. I recognize the description and I think it is a very understandable and, in some respect, correct observation. The differences I see are many. The way in which you manage the dollar resources of a company is going to be heavily influenced by the availability of those resources. Sales, and all the costs that are experienced that are not in relation to the forecast and so forth, all sorts of influences. In public education, on the other hand, the demand is there. It's in the form of kids coming through the front door and the demand can be forecast and you know what it's going to be and it is a given; you don't have the variations you have in the private sector. Secondly, the major variation

is that results are measurable, they're tangible in the short run in industry, whereas, in public education we are selling a product about which there has to be a large admixture of faith as to the outcome. So they are different. I think there are a lot of insights that I've seen businessmen bring to school board membership that can be valuable, but where they trip and sometimes break their picks is when they think that the precise experience in the private sector is transferrable to education.

You didn't ask me this question, but I don't have much sympathy for the general, blanket, cavalier observation that resources aren't managed well in public education. I think any businessman who spends much time in close proximity to any major educational enterprise realizes the converse.

Question: Several years ago I don't remember where I heard this, but I heard a statement made that if an administrator considers that he was so good that he could not be replaced, he was a poor administrator. That a good administrator was a person that had another person ready to take his place. How does this fit in your company? Do you subscribe to that?

Answer: We try to use, and I'm not here to profess that we're farming as well as we know how, but what we try to do is make that a conscious element in the evaluation of the executive. I realize this is easier for us than for you, for we can reflect the result in his pay envelope. One of the criteria: How well is he doing in the bringing along of somebody to take his place?

I'd like to add one item to the bibliography that is provided here. Just to make a note, in the January/February 1975 issue of the Harvard Business Review, there is a piece with the title, "A Case of the Plateaued Performer". I'd like to give you two or three brief quotes from that as sort of a teaser that will make you want to look at the article yourself.

One, it seems to me, underscores the thing we have been talking about here, the necessity of continuing development for these people. The quote is, and I find this very provocative because it suggests the penalty if we don't do the job, "When a person begins to doubt his future he sometimes drops back and begins to protect his past." Have you ever seen that happen? And as to why this problem is critical today, and I think this observation holds for industry and education both, "Growth and prosperity within a company tend to produce an environment in which managers manage people inadequately." You know the big boom years of continuing increasing enrollment "tend to produce an environment in which managers manage people inadequately, and mobility is turned to as a method of avoiding solutions to that problem" or finally, "the condition of slower growth which by definition produces fewer personal growth and job rotation opportunities, can be managed as a positive condition if management uses this period to focus on the problems and opportunities of the full development of individuals."

EXHIBIT

EXAMPLES OF "ON THE JOB" AND "OFF THE JOB" MANAGEMENT DEVELOPMENT OPPORTUNITIES

ON THE JOB:

- Understudy
- Career Coaching
- Personal Development Plans
- Job Change
- Expanded Job Assignment
- Consultative Assistance on Managerial, Leadership and Organization problems
- Cross Function Transfer
- Job Rotation
- Sick Leave Replacement
- Vacation Replacement
- Acting Assignment
- Task Force Team Member
- Research Assignment
- Project Assignment
- Committee Assignment
- Remote Office and Area Assignment
- Assignment to Key Position on Internal Drives such as U.S. Savings Bond, United Good Neighbor, etc.
- Conducting Meetings, Forums, Conferences
- Problem Solving Assignment
- Instructor Assignment
- Preparing and Making Presentations
- Key Writing Assignment
- Proposal Team Assignment
- Recruiting Experience
- Customer Liaison Assignment
- Performance Review of Objectives
- Assignment to Development Work
- Line to Staff or Staff to Line Transfer
- Program Development Assignment
- Command Media Coordination Assignment
- Temporary Assignment
- Screening and Selection Board Assignments
- Exposure to Upper Management
- Evaluation and Audit Assignments
- Exposure to Policy Formulation
- Participate in Education With Industry Program
- Consulting Assignment
- Organizational Audit Duties
- Reorganization Planning

OFF THE JOB

- Private Study and Planned Reading
- Serve in Responsible Positions in Civic, Community, Service, Church, Social and Political Organizations
- Sloan Fellowship
- Company Offered Management Courses; e.g., Pre-Management
- Introduction to Management
- Service in Professional Associations
- Company Junior Achievement
- Educational TV Programs
- Enroll in Courses at Local Educational Institutions
- Company Loaned Executive-United Good Neighbor
- Seminars, Workshops, Conferences and Symposiums
- Customer and Vendor Offered Educational Programs
- Boeing Management Association Position
- Correspondence Courses
- Advanced Management Program

HOW ONE STATE DOES IT:

A Report on the COLORADO SCHOOL DISTRICT DEVELOPED ADMINISTRATOR RENEWAL PROGRAMS

Edward Brainard

Some weeks ago we were asked if we would provide a description of the actual activities, as well as the goals and objectives, of the Colorado Department of Education to encourage and assist interested Colorado school districts to organize professional growth programs for their school administrators. We call them administrator renewal programs. Other appropriate terms are administrator staff development, leadership development, and administrator development.

The first section of our report pertains to these questions: What is the administrator renewal concept? What is the nature of the programs school districts organize?

In a subsequent section we will deal with this theme: What is it that the Colorado Department of Education does to stimulate and assist districts to organize such programs?

THE ADMINISTRATOR RENEWAL CONCEPT

Administrator renewal is a procedure and a process school districts use to offer principals and other mid-level administrators on-the-job professional growth activities for the purpose of gaining new skills, knowledge, and attitudes regarding problems they face in their jobs. (Examples of mid-level administrators or middle management school personnel are principals, assistant principals, supervisors, curriculum workers, directors, assistant superintendents, and other central school district-level administrators.)

In short, administrator renewal programs offer midmanagement educators a chance to keep up-to-date so that the demands of new responsibilities and improved leadership are not quite so threatening.

But it is more than that. Using the collegial team learning approach (to be described later) some equally important values are possible. These are reducing the loneliness of the principal's or other administrator's job and continually finding new job satisfactions. In this age these are extremely important values.

The November 1974 issue of The School Administrator - the publication of the American Association of School Administrators - contains an interview with the U.S. Commissioner of Education, T. H. Bell. Dr. Bell states: "I think that the only way we are going to significantly and permanently improve the quality of edu-

cation is to take the first step of improving the quality of the leadership, because our schools can't be any better than the kind of leadership we give them. And I think the school administrator has been greatly neglected in American education."[1] He goes on to report that most "important is in-service education and renewal, retraining, and support of the administrator who has been in the field for some time and needs an opportunity to regenerate his capabilities."[2]

Here's the problem we faced in Colorado a year ago: What can we do in the Colorado Department of Education to assist interested school districts to develop systematic and planned administrator renewal or professional growth programs?

This report indicates how we have answered that question to date with some attention toward looking into the future. It is our approach to what we believe to be a broad and significant professional problem of importance to the very success of school districts as service institutions.

Today, after one year of work, thirty-one Colorado school districts are either operating or developing administrator renewal programs for their school administrators. In general, the programs have these features:

1. They are professional growth programs which administrators develop as a result of enabling leadership provided by the school district.

2. The programs are school district based, school district planned, and school district operated.

   Each district's program differs somewhat from those of other districts. Yet, there are common threads of practice among the several programs.

3. These professional growth or renewal programs are designed to largely capture the interest of school administrators who have completed their formal graduate education.

4. The main target population of the school district based programs are educators who serve in middle management positions.

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[1]"Commissioner Bell Calls for Upgrading of Educational Leadership and Greater Effort from State Legislatures," The School Administrator, Vol. 31 (November, 1974), p. 1.

[2]Ibid.

5. The programs are more than midcareer opportunities. They are continuous. Administrators in districts with such programs have an opportunity to be involved each year or at least every several years.

6. The programs in Colorado are based on the practices of some forty-five school districts in fourteen different states which developed and operated administrator renewal programs during the period of 1968-1974 in association with the CFK Ltd. Foundation. The initials CFK stand for Charles F. Kettering.

7. The programs take place on-the-job, not in an isolated academic setting.

When we were contacted about presenting this report, we were requested to provide some information about the work of the CFK Ltd. Foundation in working with school districts in the development of administrator renewal programs. At that time they were called individualized continuing education programs for school administrators.

A brief outline of the purposes of CFK Ltd. and the involvement with the development of administrator renewal programs follows:

1. The CFK Ltd. Foundation was established for limited life in 1967 by Charles F. Kettering II. Achieving its purposes in 1974, it dissolved. Edward Brainard served as the foundation's president.

2. In 1967, a detailed national survey of school administrators, and especially superintendents, determined the programs of the foundation. In these surveys school administrators were asked to identify crucial educational problems being overlooked by other agencies, including school districts. As a result of this process, three major concerns were identified:

   a. There is a need for an annual check-up of public opinion regarding current and timeless educational issues. This resulted in the yearly Gallup Poll on "The Public's Attitudes Toward the Public Schools" which appears each Fall in Phi Delta Kappan.

   b. School districts need additional in-service education processes they can use to invest in the growth of their administrators. This resulted in what is now called administrator renewal.

c. Administrators and faculties of school districts need new processes they can use to improve the quality of life and the learning climate of the school. This resulted in what is now called school climate improvement.

3. Some forty-five school districts in fourteen states were involved in developing their own administrator renewal programs. The efforts and results achieved by these districts in association with the foundation appear in a series of CFK Ltd. Occasional Papers.[1]

4. Each involved district appointed an Associate to the foundation. This was the educator who directed the district's activities in administrator renewal. The Associates as a group determined the foundation's direction and policies. In brief, the practice was to insure that the psychological ownership for the endeavors rested not with the foundation's staff or board of directors, but with the districts and their representatives. This is an extremely important point. This practice is being duplicated by the Colorado Department of Education. Through a series of activities we are transferring the ownership for the administrator renewal idea to the involved districts.

5. The foundation's role was that of a catalyst. It assisted districts in developing their programs and collegial learning teams of administrators. Also, it provided national workshops where representatives of the involved districts could share their ideas and practices with each other. Finally, it provided the leadership for assisting the districts' leaders to publish summaries of their administrator renewal and school climate improvement practices and results.

Emerging from the CFK Ltd. work were any number of products and results. Foremost among these were a set of characteristics of effective school district based administrator renewal programs.

The first hand-out in your packet of materials has the title, "What is an Administrator Renewal Program?" (See Appendix A) It is one of a series of brief papers prepared to assist school district administrator renewal program leaders. Mid-page you will note six characteristics listed. These are essentially goals toward

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[1]A catalog of these publications is available from CFK Ltd./ CADRE Publications, Nueva Learning Center, P. O. Box 1366, Burlingame, California, 94010.

which every administrator renewal program of which we are aware is directed. These characteristics represent the results over a six year period of the work of some forty-five school districts who developed administrator renewal programs in association with the CFK Ltd. Foundation.

The typical district actually achieves these goals or characteristics after a two or three year period in developing their administrator renewal program. The first three goals or characteristics which appear on the hand-out (See Appendix A) are: An administrator renewal program is -

1. individualized to the greatest extent possible in regard to the renewal topics and problems identified by the involved administrators.

2. related to the on-the-job concerns of the administrators.

3. related to school improvement projects organized and conducted by the administrators.

In brief, effective programs are personalized in that the participating administrators work on problems and issues of their concern: problems they face on their jobs, as they see them. Thus, the programs are on-the-job oriented. After the first year or two they become action-oriented in that actual school or professional improvement projects are the focus.

In getting started, most districts use a needs assessment process for isolating the issues on which the participating administrators desire to work. Following are some of the forms of the assessment process being used.

1. In the Brighton School District, the administrators develop individualized professional growth plans related to job functions about which each person desires improved abilities.

2. The Greeley Schools have used the CFK Ltd. School District Climate Profile as a means of identifying their priorities and the topics about which they work together as a team.

3. The Jefferson County School District developed an extensive and formal needs assessment survey in association with the University of Colorado. Using the resulting priorities, they made arrangements to have university classes offered in the district for those interested.

The second three characteristics or goals listed on the hand-out (See Appendix A) are: An administrator renewal program is -

1. continuous, rather than consisting of "one shot"

events which lack follow-up activities.

2. largely based on small group and individualized learning processes, rather than on large group workshops or similar activities.

3. based on the goal of improved performance on-the-job as opposed to only providing administrators with new or additional information about improved schools.

Following is an illustration of many of these six characteristics operating in an administrator renewal program. The Rocky Ford School District began its program in mid-1974. The school district's Director of Curriculum, Ralph Neumann, assumed the responsibility for organizing the Rocky Ford administrator renewal program in association with Superintendent Rolland Walters. After discussion sessions with the administrators, Neumann conducted a one-page paper and pencil needs assessment survey. It listed eleven renewal or growth topics which were identified by the administrators in the earlier discussion sessions. Through this process two topics were isolated for the year's work. They dealt with "improving our skills and knowledge regarding teacher evaluation," and an updating of school law and recent court cases pertaining to principals, teachers, and the students. Each administrator in the district developed goals and a personalized growth plan regarding each topic.

Other means of beginning an administrator renewal program are described in the Colorado Department of Education publication, "Starting an Administrator Renewal Program: Eight Ideas." (See Appendix B)

Invariably, school districts follow this six-step process in organizing an administrator renewal program:

1. One of the district's administrators assumes responsibility for providing program leadership.

2. A task force of administrators is organized to consider the administrator renewal idea.

3. A needs assessment survey is used to discover the interests of the district's administrators.

4. The task force develops the district's plan for providing administrators with renewal opportunities.

5. Interested administrators volunteer to be a part of the program. Collegial learning teams are organized.

6. The teams develop learning activities to achieve their team and individual renewal objectives.

What types of educators provide the leadership for administrator renewal programs? In about half of the cases, the superintendent assigns the responsibility. In other instances the leadership

is assumed. Here are the titles of the persons providing leadership for administrator renewal programs in Colorado and elsewhere;

Superintendent	Principal
Assistant Superintendent	Director, Personnel
Director, Elementary Education	Area Superintendent
Director, Curriculum	Assistant to Superintendent
Director, Research	Director, Staff Development

The hallmark of the administrator renewal process is the collegial learning team of administrators. The third hand-out of your packet of materials has the title, "The Collegial Team: A Procedure for Supporting an Administrator Renewal Program." (See Appendix C) This document is a summary of the practices of the districts involved with the CFK Ltd. Foundation. The essential features of such a team appear on the first page of the hand-out. Each member of a collegial team -

1. Designs a plan of personal and professional self-renewal and growth.

2. Shares the plan with a team of colleagues.

3. Goes through learning and sharing experiences with the team on a regular committed basis.

4. Obtains meaningful feedback and help from the collegial team.

5. Uses the team to assist in revising personal and professional goals for future growth.

A collegial team for renewal purposes consists of from seven to ten administrators. Typically, the team has a common topic or goal, and the team meets periodically for a two-to-three hour period. Most teams meet every three weeks.

In organizing their programs, most all of the participating Colorado school districts are using the collegial team approach to administrator renewal. It breaks the total group of interested administrators into smaller working teams around topics of common interest and concern.

In this first section, we have described the administrator renewal concept and the six major characteristics of effective school district based and planned administrator renewal programs:

THE ROLE OF THE COLORADO DEPARTMENT OF EDUCATION IN ASSISTING SCHOOL DISTRICTS TO DEVELOP ADMINISTRATOR RENEWAL PROGRAMS

The second section of this report concerns this question: What does the Colorado Department of Education do to encourage and assist Colorado school districts to develop administrator renewal

programs?

In organizing services designed to assist school districts interested in developing renewal programs, we felt these must relate to existing conditions. Here are some of the conditions existing in Colorado a year ago when we began the administrator renewal effort:

1. In any state or school district vast human resources and talents exist within the ranks of the administrators themselves. Essentially, these were not being used for professional growth purposes. School administrators do not effectively use each other as consultants. Yet, in the tested collegial team learning process a vehicle exists to do this. Thus, we felt the collegial team process might be of interest to Colorado school districts.

2. School districts possess limited financial resources to support administrator growth programs. Thus, we felt that whatever was to be done had to be accomplished at little or no cost.

3. There was little inter- and intra-district sharing of administrative talents from a teaching-learning point of view and for the improvement of administrative leadership. We have a tendency to only use university professors, professional consultants and administrators from other states. And, the few districts that were operating administrator renewal programs were not in contact with each other for the purpose of sharing practices and ideas.

4. The learning style of existing in-service education was almost exclusively based on large group instructional techniques. We believe action learning best takes place in small group settings.

5. School districts did not have designed or planned administrator renewal programs. This responsibility was being left to other agencies, largely colleges and universities.

6. It is necessary and desirable to build the professional esteem of middle management personnel. Administrator renewal programs can achieve this goal.

The fourth and fifth hand-outs in your packet of materials summarize the processes the Colorado Department of Education is using to encourage and assist school districts to develop administrator professional growth programs.

The title of the fourth hand-out is "The Development of School District Based and Operated Administrator Renewal Programs in Colorado." (See Appendix D) This document presents the purpose, the two goals, and a summary of the operating objectives of the Colorado

Department of Education designed to achieve each goal.

The title of the fifth hand-out is "Sequence of Activities by the Colorado Department of Education for Stimulating the Development of School District Based Administrator Renewal Programs." (See Appendix E) This document presents a review of the major activities which have been used to organize the Department's services to school districts which are either beginning or operating administrator renewal programs.

In working with school districts on administrator renewal programs since 1968, we have found they are not difficult to begin. It is a good idea. It is economical. It captures the interest of most superintendents. The real challenge to a state education department is to assist each interested school district to sustain its program once the initial glow of enthusiasm wears off. Thus, the leadership services of the Department, as outlined in the fourth and fifth hand-outs (See Appendices D and E), are extremely important.

In the second part of this report we have briefly described the actual things being done by the Colorado Department of Education to foster the development of administrator renewal programs throughout the state.

There is a larger goal which administrator renewal programs - given time to mature - should achieve. This larger goal is that of school effectiveness. In the final analysis, school principals, superintendents, and other administrators will not be judged by the efficiency with which they have run their schools. Rather, they will be judged by the effectiveness with which they have educated a generation of thoughtful, sensitive, and humane - as well as informed - human beings.

APPENDIX A

SCHOOL DISTRICT DEVELOPED ADMINISTRATOR RENEWAL PROGRAMS

WHAT IS AN ADMINISTRATOR RENEWAL PROGRAM?

A major key to a school district's success is the effectiveness of the leadership provided by school administrators, especially educators serving in middle management leadership positions (principals, assistant principals, supervisors, curriculum workers, directors, and other central school district level administrators). Undoubtedly, the most important responsibility of these persons is to provide leadership for the continuous development of an improved school.

The purpose of a school district's administrator renewal program is to provide on-the-job professional growth opportunities for these educators as a group and as individuals. Ideally, because such leaders are so crucial to the success and health of a district, administrator renewal programs are:

1. individualized to the greatest extent possible;
2. related to on-the-job concerns;
3. related to school improvement projects organized and conducted by administrators;
4. continuous, rather than "one shot" events which lack follow-up activities;
5. largely based on small group and individualized learning processes, rather than on large group workshops or similar activities; and
6. based on the goal of improved performance as opposed to only providing administrators with new or additional information about improved schools.

In short, the focus of such programs is on school improvement through administrator growth and leadership development. Administrator renewal programs are designed to assist administrators to continually improve and advance their abilities. Typically, administrator renewal programs are designed to become a basic ingredient of a district's on-going operations and practices.

The more effective way for a school district to create opportunities is to involve their administrators in the actual search for improvements. The role, then, of the school district is to actively involve administrators in developing the district's administrator renewal program.

Typically, human resources are necessary to foster such programs. Major sources are from within a district's group of administrators, colleges, universities, professional organizations, and administrators in other districts.

Other terms often used to describe administrator renewal programs are administrator professional growth, staff development, administrator in-service education, self-renewal, administrator development, and leadership development.

This is one of a series of idea papers on ADMINISTRATOR RENEWAL PROGRAMS.

APPENDIX B

SCHOOL DISTRICT DEVELOPED
ADMINISTRATOR RENEWAL PROGRAMS

STARTING AN ADMINISTRATOR RENEWAL PROGRAM: EIGHT IDEAS

In beginning a school district based and operated Administrator Renewal or professional growth program for leadership personnel, it is appropriate to consider both an Initial Goal and a Long Range Goal.

Initial Goal: To develop activities which will assist the development of a comprehensive school district planned and operated administrator renewal program.

Eight different activities for beginning a program follow. Each has been used successfully by administrator renewal program leaders to begin a program and to move toward the long range goal listed at the conclusion of this paper.

1. At each meeting of principals or other administrators, institute the practice of taking thirty minutes or more on a professional growth topic. The topic could pertain to a new idea or practice in education or spotlight one of the school's programs. Assign an administrator to provide leadership for each session.

2. Use the CASE Academy or other similar institutes as a springboard for "in district" renewal activities. Institute the practice of asking those who attend an Academy to conduct a seminar for other interested administrators. Often such seminars develop into continuing collegial learning teams of administrators.

3. During the course of a school year conduct a series of short "how to do it" workshops each of which would consume three to six hours. Such workshops can deal with new concepts in education (such as school climate improvement, programs for gifted and talented students, etc.), management and leadership skills (varied decision making processes, conflict resolution, etc.), and/or technical skills (such as scheduling). If out-of-district experts are used, pair each outside resource person with one or two of the district's administrators so that the idea "we can be consultants to each other" begins to take hold.

4. Select a goal or theme for the current year and organize a workshop and collegial team follow-up "doing" activities concerning the theme or goal.

5. Form a three to five member planning team of the district's administrators to consider the idea of an administrator

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This is one of a series of idea papers on ADMINISTRATOR RENEWAL PROGRAMS. Prepared by Edward Brainard, Director, Leadership Development

renewal program. Ask this team to conduct a needs assessment (see idea 6 below) to ascertain the renewal or professional growth interests of administrators. The next steps are to seek volunteers and to organize learning activities and collegial teams regarding the high priorities.

6. Conduct a needs assessment to ascertain the renewal or professional growth interests of the district's administrators. One idea paper in this series, The Talent Survey, provides a format for a needs assessment. Also formats for administrator renewal needs assessments are available from the Canon City Schools (Jim Pahlau), Jefferson County Schools (Jim Metzdorf), Rocky Ford Schools (Ralph Neumann), and the St. Vrain Valley Schools (Jack Pope).

7. Select an existing job responsibility or function about which a number of the administrators feel they desire additional skills or ideas to successfully achieve. Organize workshops and/or collegial learning teams for the purpose of providing assistance.

8. Organize a study group on a new development in education such as the improvement of school climate, providing programs for gifted and talented students, or the reform of secondary education.

Long Range Goal: The essential goal of a school district based administrator renewal program is to provide on-the-job professional growth opportunities for educational leaders, especially those at the middle management level. Some characteristics of a developed program after a period of two to three years are:

1. individualized to the greatest extent possible;
2. related to on-the-job concerns;
3. related to school improvement projects organized and conducted by administrators;
4. continuous, rather than "one shot" events which lack follow-up activities;
5. largely based on small group (collegial team) and individualized learning processes, rather than on large group workshops or similar activities; and
6. based on the goal of improved performance as opposed to only providing administrators with new or additional information about improved schools.

References: In considering the ideas of this paper the following materials will be of assistance. They provide additional information about many of the ideas reported. Most districts were provided copies of the following by Edward Brainard. Contact him for more information on any of the above ideas or if you need a copy of any of the following:

Individualizing Administrator Continuing Education by Edward Brainard

School and Self Assessment Processes by Gerald L. Prince

Self Performance Achievement Record (SPAR) by James L. Olivero and Others

Administrator Renewal: The Leadership Role in Collegial Team Development by Vivian Geddes

APPENDIX C

SCHOOL DISTRICT DEVELOPED
ADMINISTRATOR RENEWAL PROGRAMS

THE COLLEGIAL TEAM: A PROCEDURE FOR SUPPORTING AN ADMINISTRATOR RENEWAL PROGRAM*

A collegial team is a group of school administrators interested in their professional growth or renewal. They are professional colleagues, committed to provide each other with support in the development and implementation of school improvement projects. In many cases the collegial team may be composed of several people, each of whom has a project, so that reciprocal support is provided. The size of the group may be anywhere from three to twelve.

Each member of the group:

--Designs a plan of personal and professional self renewal and growth.

--Shares the plan with a team of colleagues.

--Goes through learning and sharing experiences with the team on a regular committed basis.

--Obtains meaningful feedback and help from the collegial team.

--Uses the team to assist in revising personal and professional goals for future growth.

What the Collegial Team is Not:

--It is not a development team or task force set up to get a job done or to coordinate getting a job done.

--It is not an advisory committee - an assortment of status people assembled to look over a project from time to time and offer suggestions.

--It is not an "inside-outside" team assembled to manage a change process by capitalizing on the unique resources of persons within the system working together with outside consultants.

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*Adapted from Geddes, Vivian. Administrator Renewal: The Leadership Role in Collegial Team Development. Englewood, Colorado: ACFK Ltd. Occasional Paper, 1974, pp. 5-12.

This is one of a series of idea papers on ADMINISTRATOR RENEWAL PROGRAMS.

However, it may be some of these:

What the Collegial Team Is:

--A group of peers - professional colleagues at about the same status level (e.g., in the case of a principal: fellow principals, assistant principal, assistant superintendent, director of secondary education, etc.).

--A group of professional friends, assembled by invitation to help each other with problems, strategies, and possible outcomes. The group is interested in mutual support for at least two reasons:
-They care about each other and want to help each other.
-They are facing some of the same problems and welcome a chance to do something about them in a situation where collective thinking and action is possible. Thus, the collegial team can make renewal meaningful.

What Can It Do?

--Provide a sounding board for ideas. Reactions can come from persons who are knowledgeable about the problems but are not part of the problem.

--Provide interpersonal support. Leadership can be a lonely function. It helps to have the support and understanding of people one respects.

--Provide logistical support.

--Provide a source of ideas. The team can bring a perspective to the program that can make for better strategy and implementation. The team provides a time to learn from colleagues and outside resource people the skills necessary to manage school improvements.

--Maintain honesty. Collegial teams can raise honest questions and provide a reality test.

--Provide technical support of a "how to" variety of skills and tools.

AFFECTIVE DIMENSIONS IN COLLEGIAL TEAM DEVELOPMENT

The affective regards of working together in a collegial team process are many. Administrators working in collegial teams have felt the team process has made some important contributions. In a survey* reported August, 1973 on the affective results of CFK Ltd. nationwide programs of Individualized Continuing Education for Ad-

*Clifford G. Houston, "Affective Dimensions of CFK ICE/PASCL Programs," (Unpublished CFK Ltd. Report, August 1973).

ministrators and the Principal as the School's Climate Leader, administrators felt some of the important benefits for teams within the programs were:

Benefits for self:

--Awareness, appraisal and understanding of self and others increased.

--Communication awareness and skills improved.

--Human relations awareness, skills and performance improved.

--Appreciation of the significance of the principal's role enhanced.

--Decision making improved.

--Goal definition, planning and attainment of goals improved.

--Exposure to new ideas, methods and skills facilitated.

--Sense of satisfaction enhanced.

--Positive attitudes and approaches developed.

--Helping relationships developed.

Benefits for schools:

--Attitudes towards change and innovation improved.

--Relations between administration, principals and teachers improved.

--Climate of the school improved.

--Management philosophy and practice improved.

--Teacher and staff self development programs emerged.

--Evaluation strategies defined, improved or implemented.

--Openness of the school developed.

--Team building occurred.

--Community relations and support improved.

--Respect for the schools improved.

Characteristics of the Effective Team

In developing a collegial team the following elements appear to be essential to insure success:

--The group has a common unifying theme such as:
- -School climate improvement.
- -Individualized continuing education - a process where individuals work on individual needs and the group focus is on goals common to all individuals.
- -Management skills.
- -Model school concept.

--Communications are open. The group initially concerns itself with group building activities, and with exploration of ways to open and enhance communications.

--The group itself is an object of study.
- -It is a fairly small group - not over twelve.
- -The membership of the group is voluntary and fairly stable.
- -There is a leader who possesses the talents necessary to keep the group together.
- -The group meets for blocks of time on a regular basis.
- -Group members will have been intensely involved in planning and evaluating the group's activities.
- -The group seeks to improve the group as well as the individuals.
- -The group studies its own cohesiveness.
- -The group studies the degree to which it is able to help members solve problems.
- -The group studies its own growth in ability of its members to communicate openly with one another.
- -The group studies its own efficiency; i.e., time spent in "productive" or "non-productive" activity.

--The collegial team becomes a learning team which uses its own members as resources to each other as well as outside resources, materials and personnel.

--Members of the group are committed to:
-Innovation and improvement.
-Mastering new interpersonal and management skills.
-Self improvement with self assessment.

Five Suggestions for Developing Group Building Activities

A successful collegial group must be both people oriented and task oriented. The group must facilitate each participant's efforts to improve himself and his school or office. A collegial team leader should seek to incorporate the following five group building activities into the program for the team to form a productive and unified group:

--Structuring and planning as group building. The leader's role consists of making decisions where the group will meet and what resources will be available. Planning and structuring also includes the development of a preliminary plan for the year. The plan should not be too elaborate but should state the purpose of the group, state some assumptions underlying the group's operation, define some goals and objectives and designate several initial activities to get the group off the ground. The group then needs to place all their needs in some type of priority order so that in-service plans can be determined.

In addition, individual members should determine their specific objectives for the year. The group leader should participate in this activity by developing a personal growth plan which shows that he is participating in a team for his own professional personal renewal.

--Opening communications. Some groups have found that planning proceeds more effectively and efficiently if some communications opening activities are included. There is an advantage to stressing open communications in the early stages, as later success of the group may depend primarily on the extent to which open communications have been achieved. Many excellent communication opening activities are suggested in Toward the Human Element, by Gerald Prince and George and Deanna Carnie.* These authors describe four kinds of communication skills:

-Active listening,
-Congruent sending,
-Running a perception check, and
-Giving and receiving feedback.

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*Gerald Prince and George and Deanna Carnie, Toward the Human Element: The Beginning Handbook for Change, Golden, Colorado. Bell Junior High School, 1971.

Specific materials are provided that can be used by a collegial team whose members desire to master these skills.

--Ideas for Projects. The team may want to schedule a series of large group presentations to expose themselves to promising educational trends. Included might be sessions on management techniques, decentralized decision making, staff differentiation and utilization, master scheduling, climate change, listening skills, and individualized instruction.

--How-to sessions. Some administrators may like to learn together certain aspects of school planning. These might be called "how-to" sessions. They might be called "How to Develop a Planning Session for Your School," "How to Develop a Personal Growth Plan," "How to Write Performance Objectives," "How to Use Brainstorming and Delphi Techniques," or "How to Become an Active Listener." The skill building sessions will be more successful if:

- -They teach skills identified by the collegial team as skills that are badly needed.
- -They include adequate time so that the skills can be thoroughly mastered.
- -They include outside specialists as resource people.
- -The resource person combines skill instruction with detailed instruction on how to use the instruments necessary for mastering the skill.
- -There is planned follow-up of the skills session.
- -There is a group self assessment of the activities.

Some of the following questions might be helpful in group-self assessment activities:

- -To what extent were people really listening to each other? What are some examples you can remember of active, perceptive listening? Were feelings being expressed and understood?
- -Were any supportive statements made? If so, who supported whom and why? Was anyone being helped with a problem by the group today?
- -Were any decisions made? If so, how was information used in the decision making process? Was there concensus?
- -Was there a conflict during the session? If so, was it resolved? How could the conflict have been handled more effectively?
- -Were the session's goals reached? If not, why?
- -What leadership roles did the group need which were not being filled?
- -Were there over-participants - people who talked too much? Are some people using the group to meet their own needs? Who are the "stars" (those to whom most remarks are addressed)? Are there non-participants? If so, why?
- -Are cliques forming? If so, is this good or bad for the group?

--Working on common problems. The collegial group will be strengthened as it confronts and solves problems of concern to its members.

Steps in the problem solving process which can serve as a guide to a collegial group faced with a problem of concern to its members are: 1) Presenting the problem, need, or concern; 2) gathering sufficient data; 3) clarifying the trend, or direction that the data reveals; 4) inviting solutions; 5) summarizing the solutions and agreeing to act on one or more of the alternatives; and, 6) providing for eventual evaluation of the solution agreed upon.

The group needs to continue to check and monitor its growth as a team. The skills mentioned earlier such as problem solving, listening skills, and communication techniques are important, but in addition it might be useful for the group to know how to use force field analysis and team building skills. An excellent presentation of these skills developed by the Northwest Regional Educational Laboratory is the Research Utilizing Problem Solving (RUPS) Workshop.

APPENDIX D

THE DEVELOPMENT OF SCHOOL DISTRICT BASED AND OPERATED ADMINISTRATOR RENEWAL PROGRAMS IN COLORADO

Goals and Objectives of Director, Leadership Development

The purpose of the leadership development program of the Colorado Department of Education is to encourage the organization of school district based, planned, and operated administrator renewal (professional growth) programs for middle management level school administrators. The larger purpose is to improve the professionalism of middle level school administrators.

The initial supporting goals and objectives are:

1. Assist interested school districts in developing school district based and operated administrator renewal programs for middle management personnel.

   --Using a management by objectives plan, this goal has a set of operating objectives and evidences of accomplishment. The eight objectives concern--

   *Provide awareness of concept of school district based administrator renewal programs.

   *Encourage the superintendent of each interested school district to designate one of the district's administrators to provide leadership for the administrator renewal program.

   *Assist each district's program leader and planning team to organize a renewal program.

   *Assist with the development of a minimum of twenty district based programs.

   *Develop renewal programs for essentially "one administrator" districts.

   *Form small resource teams of school district administrator renewal program leaders to assist participating districts regarding their programs.

   *Retain on part-time, mini-contract, basis three successful school district administrator renewal program leaders to relate to and assist districts in developing and refining their administrator renewal programs.

2. Organize statewide and regional activities which develop collegial relationships among the program leaders of the participating school districts and which help these educators develop and operate local school district administrator renewal programs.

--Using a management by objectives plan, this goal has a set of operating objectives and evidences of accomplishment. The objectives concern establishing activities and communication links among the participating districts. A summary of the objectives follows:

*Form statewide informal association of administrators who are responsible for organizing and conducting administrator renewal programs for their districts. This association also includes participants from the doctor degree granting institutions of higher education in the state. (Four meetings are held yearly.)

*Develop association into a bank of human resources.

*To assist in transferring psychological ownership, form planning groups and a steering committee from the association's membership.

*Conduct possibilities assessments regarding desired state level services.

*Encourage districts to share their administrator renewal program plans with other districts.

*Publish informal newsletter.

*Prepare series of thirty one- to three- page single idea papers regarding administrator renewal program processes.

*Form higher education resource team to suggest materials which school district programs can use and to suggest renewal learning activities of potential value.

*In the Denver metropolitan area, form a task force to develop a series of workshops on leadership skills and educational ideas to be conducted by four person teams, each person representing a different school district. Limit participants in each workshop to approximately 25 administrators. This is a cooperative activity of the districts and their administrator renewal program directors.

*Establish process to outline possible roles of the superintendent in supporting his district's administrator renewal program.

*Form task force of principals to consider a significant educational issue, such as the reform of secondary education.

*Establish panels of administrator renewal program leaders to conduct workshops at the meetings of the Colorado Association of School Executives and associated professional organizations.

May 1975
Edward Brainard

APPENDIX E

SEQUENCE OF ACTIVITIES BY THE COLORADO DEPARTMENT OF EDUCATION FOR STIMULATING THE DEVELOPMENT OF SCHOOL DISTRICT BASED ADMINISTRATOR RENEWAL PROGRAMS

In initiating the Colorado Department of Education's (CDE) effort to encourage and assist school districts to organize administrator renewal or professional growth programs, the CDE began with the major activities listed below. They are reported in the general sequence in which they occurred. These activities represent one approach a state education department might use as a process for involving school district leaders with developing administrator renewal programs in their school systems.

A. Activity: Obtain print materials (books, monographs, pamphlets) to give as a resource library to potential school district administrator renewal program leaders and which will help such educators develop growth programs in their districts.

Events:

1. Series of one- to three-page single idea papers on administrator renewal program prepared. One paper defined and described an administrator renewal program.

2. Use of the CFK Ltd. Occasional Papers and the Operations Notebook of the California Association of School Administrators. (Eleven documents provided.)

B. Activity: Develop visibility for the school district based administrator renewal program concept through initial contacts and planning sessions with the superintendent or other central office level administrator of interested school districts. (These sessions are held at the school district's site.)

Initial Contacts with School District's Result of --

Presentations by Commissioner Frazier throughout state
Director's reputation in field of staff development
CDE Field Coordinators discussing concept with individual superintendents
Article in "Education Colorado" -- the CDE newspaper
Contacts with school administrators as result of directing /I/D/E/A/ Fellow Institutes
Involvement of Colorado school districts with programs by CFK Ltd.

Presentations at meetings of professional organizations
Word of mouth

C. Activity: Develop CDE leadership plan of goals and objectives designed to stimulate school district based administrator renewal programs during school year 1974-75.

Events: The plan was a result of --

1. Discussions with school administrators regarding their hopes and desires for CDE services and leadership. Persons involved in these discussions were the leaders in the districts already operating administrator renewal programs, Commissioner Frazier, and the five CDE Field Coordinators.

2. In October, 1974, a Possibilities Survey was conducted in association with the first statewide conference. This identified additional services desired.

D. Activity: Organize and refine field services processes for assisting each interested school district on the actual development of an administrator renewal program.

Events:

1. Encourage each interested superintendent to appoint one or two administrators who will assume organizing leadership for the school district's program.

2. Develop schedule of periodic contact with the program leader of each participating school district.

E. Activity: Organize collegial activities among the administrator renewal program leaders of the participating school districts.

Events:

1. October, 1974, Possibilities Survey provided direction and "authorized" activities.

2. Statewide conferences used as a means of building helping relationships among school district leaders of administrator renewal programs. Each conference was planned by a task force of district leaders.

3. Resource teams were organized to assist districts desiring assistance.

4. A newsletter was begun.

5. A steering committee was organized to develop the CDE plan of services for 1975-76 school year.

F. Activity: Organize consultant resources to support the development and operation of administrator renewal programs.

Events:

1. Involvement of representatives of doctoral degree granting institutions in Colorado
2. Organization of statewide conference planning task forces
3. Organization of a steering committee
4. Involvement of Commissioner Frazier
5. Involvement of administrator renewal program leaders in school districts in other states who were involved with the CFK Ltd. endeavors.

RECOMMENDATIONS AND PERCEPTIONS

U.S.-O.E.C.D. Forum of Educational Leaders*

On Monday, July 28 the Forum met for a presentation and panel discussion with the Council of Chief State School Officers at their annual retreat in Laconia, N.H. Dr. Jack P. Nix, president of CSSO and a Forum member, began the presentation with some opening remarks about his participation in the multi-national OECD Conference on Teacher Policies held in Paris during November, 1974. He also shared some of his personal feelings developed over the last half-dozen years as one deeply involved with education.

> Dr. Nix: The most difficult problems we face as people responsible for education is the kind of person who faces children each day in the classroom. The quality of the teacher contributes more to the success of education than any other factor. When the teacher enters the classroom and stands before the children, all the buildings, transportation programs, and fine administrators count for nil unless something positive takes place between teacher and child. As we look at the future with its threat of a continuing tight economy, and as the colleges and universities produce more and more teachers, the "stickability" of teachers in employment will probably be greater in the future than it has been in the past. In my opinion we'll have less turnover in the next 10 years than previously; in fact, about 60% of those teaching today will still be teaching 10 years hence. What, then, are we going to do about staff development? How do we ensure that teachers keep up? This is one of the topics that brings those who participated in the Paris conference last fall, together once more here at Laconia.

Dr. Nix introduced the four incoming presidents of national organizations: Mrs. Carol Kimmel who succeeds Mrs. Herndon as president of the National PTA, Dr. H. Vaughn Phelps, the new president of AASA, Mr. Cecil Gilliatt, who succeeds Mr. Swain as president of NSBA, and Mr. James Connor who succeeds Mr. McBride as president of NASBE.

Dr. Nix reviewed the morning's agenda. This included presentations by four Forum members and an address by Dr. Hodgkinson, the newly appointed director of HIE, to be followed by a question and answer period between the Chiefs and Forum members: Mr. Elden Amundson, vice president of AASA, Mr. Robert McBride, president of NASBE, both of whom had represented their organizations in Paris; Dr. Robert McClure, a senior professional at NEA, who did not go to

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*See Page 111 for Roster

Paris but was at the Laconia meeting to represent Mr. James Harris, president of NEA: Dr. Garry McDaniels, director of programs on teaching and curriculum at NIE: Mr. Albert Shanker, president of AFT who was unable to attend because of the New York City budget crisis; Dr. William Smith, Director of the Teacher Corps, who served as head of the U.S. delegation; Mr. Philip Swain, immediate past president of NSBA and Dr. Sam Wiggins, immediate past president of AACTE. Mrs. Lillie Herndon, immediate past president of the National PTA was unable to attend the meeting because of illness. Dr. Nix then turned the floor over to Dr. Smith for his presentation on the background of OECD, origins of the delegation and plans for the future.

Dr. Smith traced the origins of OECD to the post-World War II Marshall Plan, which provided for a massive infusion of U.S. dollars to aid in the reconstruction of war-torn Europe. These funds were channeled into the Organization for European Economic Cooperation (OEEC) which focused on the areas of economics and finance. As it became clear that these areas were linked to manpower, technological development and education, OEEC was reorganized and in 1961 became the Organization for Economic Cooperation and Development (OECD). After this reorganization, membership was expanded to include the United States, Canada, Japan, Australia, New Zealand, Finland and Yugoslavia. OECD now represents a powerful block of 25 nations, almost all of whom are industrially advanced. OECD's concern with education began with the realization that technological and manpower advances were inextricably tied to the quality of educational opportunity. OECD established an Education Committee which was composed of one representative from each member-nation. Dr. Smith noted that Dr. Robert Leestma of OE's Institute for International Studies has served as the U.S. representative to this committee. He also pointed out that the Center for Educational Research and Innovation (CERI) was formed in 1968 as an outgrowth of the work of the Education Committee. This group has been set up to deal with research concerns in education. Dr. Garry McDaniels of NIE (the research arm of OE) has been closely involved with the work of CERI. He is presently interested in a cross-national study of in-service education in which CERI will be involved.

After 3 years of planning the issues relating to teacher policy, OECD's Education Committee invited the U.S. (as well as its other member-nations) to send a delegation to an international conference held in Paris during November 1974. During the preliminary meetings it was discovered that OECD expected delegations to be limited to officials within each nation's Ministry of Education and perhaps include a representative of the teachers' unions.

> Dr. Smith: We pointed out that because of the decentralized nature of education in the United States, which originates in the Constitution's delegation of powers, we could not select representatives from a Ministry of Education since one does not exist, nor could we point to a few decision-makers.

As a result, OECD invited us to enlarge our delegation and include a broader range of decision-makers. This delegation was obviously the largest and most powerful delegation ever to attend an OECD function. Mrs. Herndon, who isn't here today, could tell you about the uniqueness of our delegation since it was the only one to have representatives of parents and community. Most European countries had no conception of parent or community involvement. Our delegation had two representatives of professional teacher organizations, one from an administrators group, one teacher-educator as well as school board people and bureaucrats. We prepared a conference document to take to Paris covering the four conference topics. This constituted the U. S. position paper. We also produced, after the conference, a summary document and a report containing Forum recommendations which we submitted to the U.S. Commissioner of Education. The latter details the Conference program and includes delegates' responses to each of the four topics. These documents are available for you to take home.

The conference has had valuable results. Members of the delegation had an opportunity to interact with members of other national delegations and with each other. As a result, they discovered many areas of common interest. They petitioned the Commissioner for the opportunity to remain together for at least another year in order to work through some of the areas of common interest that had begun to surface. The U.S. delegation to OECD has since taken a new name; the U.S. OECD Forum of Education Organization Leaders, and for the next year, this Forum will meet periodically to plan a series of activities.

Continuity has been assured. Delegates who are now outgoing presidents of their organizations join with the incoming presidents to provide liaison and assistance. We will have continuity as we plan for activities at which members of the delegation will be able to speak to common interests and issues.

The delegation has already met several times, the first of which was in California where Garry McDaniels presented NIE's new study in Beginning Teacher Evaluation, being done by the California Commission for Teacher Preparation and Licensing. We met again in Denver under Bob McBride's sponsorship at the Education Commission of the States' Conference on Early Childhood Education. We met last weekend in Washington at the Teachers Corps

10th Anniversary Developmental Conference and, of course, we're meeting now. As we're planning to meet again in the near future, we will devote this afternoon's Forum meeting to discussing our next steps.

Mr. McBride began his remarks by pointing to the great differences in the operation of education systems between the U.S. and European countries, which he had realized as a result of the Paris experience.

Mr. McBride: John Gardner, in his book entitled Self-Renewal stated, "Every manager of a large scale enterprise knows the difference between the kinds of organization commitments that limit freedom of action, and the kinds that permit flexibility and easy changes of direction. But few understand how essential the flexibility is for continuous renewal. Assets committed to the goal of continuous renewal will never be a burden."

Let me repeat that last: "Assets committed to the goal of continuous renewal will never be a burden."

In the context of State and local boards, which is my assigned topic today, I want to discuss the kinds and amounts of assets that need to be committed to continuous renewal, if such renewal is to be valid.

Currently there are special reasons why this is important. As we look at our school system we find a combination of declining enrollments and fiscal constraints. This has resulted in low staff turnover, which means we're getting fewer new, well-trained, innovative, well-motivated people into the system. A secondary result of this is that a larger portion of the staff--teachers and administrators--will be experienced personnel. Most, but not all, experienced personnel tend to keep doing things the same way. They're not too willing to try high risk or new ideas and approaches. With fewer new people to bring in fresh ideas, a greater burden is placed on the experienced staff. This in turn creates genuine need for in-service training or renewal to restimulate these experienced professionals. Thus, self-renewal will become more important than ever before in the next few years.

If a Chief sees his role to be primarily that of a regulator, issuing rules, regulations, and legal opinions; or if he sees his role primarily as an allocator of funds to the local education agency, then in both cases his role in self-renewal activity will be limited. However, I doubt if there are any Chiefs who would take so limited a view of

their responsibilities.

Any local or state board of education expects the top professional expert to be an advocate of the allocation of sufficient staff resources to provide leadership in statewide continuous self-renewal for the schools. I think it's important to realize that the individual school is the setting for self-renewal. We all know that in industry and business almost everybody is in favor of self-renewal, just as everybody is in favor of long-range planning, but individuals and organizations seldom do much about either unless they're forced to by external stimuli. I believe that if self-renewal is going to succeed, it has to be scheduled ahead, with self-imposed deadlines for the realization of goals and objectives. In a state education agency, a Chief can ask each of his immediate subordinates to submit their goals for personal self-renewal within their organization, and then insist that they ask the same of their subordinates, down through all levels of the professional staff in the department. Insist also that you spend some non-formal as well as scheduled meetings with your board discussing self-renewal goals and activities--inside the department and across the state. Talk about your plans, your achievements, and your own goals for sustaining self-renewal with those with whom you work. However important an individual department's self-renewal activities are, it's still the leadership of the state education agency providing the stimulus for positive self-renewal in each school that ensures the final payoff. How can self-renewal be catalyzed? First and most important, the initiator has to provide a climate in which renewal activities are accorded high priority. In addition, the initiator should schedule periodic discussions of self-renewal activities in meetings with local superintendents of the boards. These discussions tend to get put off. Schedule them. Advertise that one of your staff commitments is to help the local schools with self-renewal programs. The department must have a clear commitment; the staff must know it is to be carried out by them. Any Chief concerned with self-renewal must go after federal and state resources targeted for school, staff and district organizational renewal. Others often see this as a lower priority and when funds are tight, tend to give up the allocated in-service money each year.

Chiefs can provide continuous positive reinforcement on the importance of renewal by citing individuals, at the local as well as at the state

level, who do a good job in self-renewal. Tell the public about their success. Let people know who are running exemplary programs. The traditional catalyst of recognition does much to show that the Chief cares and the state education agency cares about what's going on in the schools.

In conclusion, self-renewal is always important, but more so now with declining enrollment and fiscal constraints depressing the numbers of new teachers coming in and making us work more extensively with experienced staffs. Responsibility for renewal is statewide, not just departmental. These activities don't happen unless planned, scheduled and pursued. Chief State School Officers must keep renewal in the forefront by allocating time and staff resources and by reinforcing acceptance of renewal's importance by emphasizing and publicizing good individual and organizational renewal achievements.

Mr. Swain: The superintendent can't help being aware of new and emerging critical elements in his job; elements that require self-renewal and continual education. I don't feel that the powers of the school board should take the place of the superintendency, rather the superintendent has to be able to answer to the concerns of the increasing number of dedicated school boards. Superintendents in many communities have to work with people critically concerned with education and community issues. In controversial issues there are conflicts between board members and between the board and the superintendent. It seems to me that part of the self-renewal process he has to go through, is the need to be aware and learn to deal with such conflicts. Secondly, it seems to be an increasing requirement that the superintendent be a skilled fighter in the public arena in order to obtain adequate resources. No longer do we have openly generous state legislatures or other arenas, including USOE, where money is readily available. The superintendent also needs to be able to deal with an increasing number of activist community groups who form and reform around issues. He needs the skill to survive in that environment too. Certainly, he has to be skilled in the study of new employer-employee relationships, especially in light of the recent strides made by teacher unions and other employee groups.

Dr. McClure: Teachers have never been better educated than they are now. They have had more experiences and are able to project the kinds of learning opportunities youngsters ought to have. Yet,

they are frustrated because they realize what the potential can be, while also realizing that conditions do not exist to help them reach that potential. Many teachers feel that existing in-service programs have seldom helped them to realize that potential. Many are saying that they are aware of some solutions discovered through research and development, and that while much energy and many resources have been put into attempts to solve some of the persistent problems of teaching and learning, they don't feel there is much they can put their hands on.

We at NEA have had discussions with NIE about getting new ideas out of the research publications and into the classrooms. At NEA we have a program called "Instructional Needs Assessment." Started 3 years ago, we've reached 175,000 teachers in almost every state. We have 17 different categories of instructional problems. All our instructional needs assessments, done with local associations and in NEA have indicated that the quality of in-service education programs was one of the top three problems.

Teachers are terribly distressed about current processes for renewal; they question the relevancy; they are distressed about the delivery; they are angered by "Mickey Mouse" courses and people speaking down to them; and they're distressed about the decision-making process which determines what programs will be available.

In-service has 3 key dimensions. One is whether the program is directly related to the job the teacher is trying to accomplish in the classroom, or only indirectly related. A second is whether the setting in which in-service takes place is formal or informal. Third, who makes the decisions?

Teachers fear that in our present economic crunch, only those courses directly related to the job will be offered as in-service. This goes against everything we know about renewal as a valid sustaining process. I am confident, contrary to some popular opinions, that teachers believe the institution has certain rights, and indeed certain responsibilities in terms of the in-service education program for teachers, administrators and others. The institution is responsible for improving programs, and bringing in new programs.

On governance. . .questions about where governance

decisions ought to be made, and by whom, are primarily state and local matters, and it may be inappropriate for me to make a comment on that. But I do wish to state that there needs to be a better process by which decisions can be made about in-service education. The decision-making process must become more formalized. Stricter collective bargaining is also called for. When people sit down with an agenda to discuss employee working conditions there can then be growth for all concerned along with an opportunity for teachers to fulfill their potential.

Dr. Wiggins: I would like to comment on my organization's concern about the peak years in higher education. AACTE represents about 860 universities and colleges which have the responsibility of preparing the great majority of teachers for working with school systems and other agencies and for continuing staff development of professional school personnel. Let me talk about the problems and issues under survey in this conference from the standpoint of higher education, as I see a very close relationship between our problems in education and some of yours.

First, let me note that the peak years in the university are not defined in terms of age, but from the standpoint of achievement of the rank of professor -- or the dropping out of the running for the post. Some associate professors give up the hope of ever becoming full professors. They are at their peak, they've reached their plateau, and begin to settle down for "business as usual" -- leaving well enough alone. One of the conflicts that exists in the university -- and NIE and other national organizations can help overcome it -- is that professional status in the university is not closely enough linked to professional service. The more our professors work in the schools, with school systems and with state departments of education, the less they write for publication. The more good they do, the less they get ahead.

Secondly -- and this deeply concerns the changing, emerging role of NIE -- there is a rank order in terms of the kinds of research done in the university. The more relevant, the more applied, the more useful the research, the lower is its status in the university. As you get into pure research, theoretical constructs, and work in the abstract area, the work really counts because it becomes an exclusive realm. The reward structure in our education system needs considerable overhauling from external as well as internal forces.

The dean of the college of education can do so much and no more. But when the research grants and the rewards grow out of the kind of questions that Chiefs are asking, and when NIE backs professors who want to work at real questions of applied research rather than pure research, then the reward structure and the cultural status system within the universities will begin to change.

Another conflict within the university is caused by current sabbatical practices. A long standing tradition of the sabbatical is that the professor is turned loose to follow his own intellectual bent, to do whatever he wants to do. A few years ago, in the State of Ohio, sabbaticals were outlawed. Legislators felt that they were being abused and that professors were not using their sabbaticals to gain constructive educational growth. My position is that sabbaticals should not only be permitted, but be required and they should be built around the needs of the professors.

Three years ago, my university started a self-renewal practice for our faculty. This was to put all of us into the public schools, state departments of education, or some other education agency. We would go, not as experts or specialists, but as learners and helpers. There would be not a status role, but a learning together role. The faculty voted unanimously to do this. However, there's a big difference between voting and working at it.

As we worked with the superintendents in our area, some of them indicated that they welcomed this opportunity and wanted some of their people to move into our college of education on some kind of an exchange basis in an effort to see how they could help in teacher education. Renewal is an activity on which we're going to have to work closely together in a supportive way so that professors learn how to render the services that are most needed.

In the area of administration in higher education, which is of real concern to the AACTE, we know that the peak years are those in which established persons can do--if the renewal process develops--two things. Your own experience will reflect this. People of standing within the university have following, and they have the prospect of leading ahead with promising innovations. Because of their maturity and experience, they also have the opportunity to block phony innovations. I am not sure which of these two things is the more important.

We can move forward in the universities only to the

extent to which administrators can fulfill their role by having opportunities to study emerging issues, emerging problems, and by identifying new opportunities. At present, we just don't have enough of these opportunities.

While talking with Superintendent Johnston of Mississippi last night, I mentioned that after eight years as a dean, I felt I needed an opportunity for renewal and couldn't get an administrative sabbatical, so I decided to work as a professor for a year or two. This illustrates the fact that there is the opportunity in higher education to move around within the organization. Superintendent Johnston replied that within the constraints of his job he didn't see how he could arrange for a period of change, to look at the job in a detached way, and then return. If you leave your job as superintendent for a year or two to get refreshed, somebody else takes over and you can't return. This is part of the problem.

With reference to the decision-making burden of administrators in higher education, we do find ourselves to be creatures of the establishment, in a mediating sense. We find conflicts in loyalty between the mission of a college of education and the protection of persons within it. Here is where collective bargaining comes into the picture.

In conclusion, the AACTE has for a number of years had its own conference for executives, a retreat similar to this. I'm hoping that in the years ahead, as we talk about the optimal peak years, we can bring together some Chiefs, some college deans, and other administrators who have the ultimate and inevitable responsibility for working together. It would be a valuable experience for a dean to work as a deputy state superintendent for a year or two, or as an assistant principal of a school. There are many ways in which we can arrange this kind of inter-cultural experience, moving from the culture of the university to the culture of the state departments of education, to broaden our own horizons. I think this would constitute a valuable opportunity.

At the conclusion of Dr. Wiggins' remarks, Dr. Nix introduced Dr. Harold Hodgkinson, the newly appointed Director of the National Institute of Education. Dr. Hodgkinson has been Dean of the School of Education at Simmons College in Boston and a schoolteacher in Connecticut and Massachusetts. He has his doctorate from Harvard, was Dean of Barrett College, President of the American Association of Higher Education and Research Professor of Higher Education at the University of California at Berkeley. Dr. Hodgkinson began

his talk by referring to Dr. Wiggins' remarks.

Dr. Hodgkinson: This is a problem in the schools of teacher education, and I think this is an area in which NIE can continue to be of some assistance. We're demanding, in most of our research contracts, solid performance data on impact on schools. If there's anything that's going to continue, at least as long as I'm around NIE, it is that we're not going to be happy with statements indicating that everybody had a good time, or that the re searchers enjoyed the conferences and get-togethers, and that some interesting new theoretical speculation came out of it. I want to know what happened to kids in classrooms.

This may appear to be rhetoric at this time, but I think when we see what we're going to do in fiscal 1976, it will come to pass. We have been having a lot of difficulties. As you know, we were cut from eighty million to seventy and that means that living issues will be a stringently reduced part of our budget. Very exciting new things that we would like to do with school systems and the State School Officers, probably can't be done this year. However, we will be able to do some of them, and we hope that they'll be successful.

On the other hand, let me just point out to you the virtue of an occasional study, in which you have a faculty member at a university who's simply cut loose to work on some problem that sounds interesting. We've been very interested in hyperactivity and hyperkinesis. I remember, as a teacher in high school, having many cases which just seemed to be uncontrollable. Everybody knew what was needed, but nobody could control them. I went to the research literature to see what the research indicated, and found three articles. Now, that's an area in which every teacher and every administrator has a major concern--classroom control, at a minimal level, so that you can teach people. It's clear that there is very little done in that whole area. We finally did a study on hyperactivity--one of the new "in" words --and found that there is a very interesting relationship between food additives in the diet and severe cases of hyperkinesis.

Now that kind of study doesn't cost much; it's a high risk study that deals with a terribly important problem, and in this case, we got some results that we think are quite solid and going to be of enormous use in the future.

Turning to your specific area of concern here, today, I'd like to point out that self-renewal is like evaluation; it's something that we do to somebody else. I remember, in the early days of evaluation efforts, it was suggested that teachers be evaluated very systematically. The question was asked, "Well, how about administrators?" The response is always--well, what we do is so nebulous, so hard to get your hands on, so critical, that it's really impossible to evaluate what we do, because we do different things every day.

You can't do without evaluation and I don't think you can do without self-renewal efforts either.

We have questions. What is a good self-renewal program for a public school? What are the criteria of a good one? How do you know a good one from one that isn't working? If it's working, what is it working toward? Do you want teachers to be more satisfied with themselves or do you want them to be a little less satisfied?

That's why the professional growth contract idea for both teachers and, perhaps, administrators is a very good way of not forcing people but allowing them to say what they would like to be three or four years hence. In a contract of that sort, you're able to specify the needs you expect to be met in the future. It seems to me that this kind of thing is very, very useful.

However, when we talk about midcareer change, let me remind you that there is no theory or research dealing with adult development. I looked at the literature on stages of adult development in setting up an article that I published when I was legitimate as a researcher in Maine. I could only find two typologies referring to how adults grow up--and they do. Let me just describe one typology briefly to you and see if this helps when we talk about "the peak years."

There were six stages that I was able to find, and these might be helpful to you if you think about this terribly difficult problem of self-renewal.

The first is leaving the family. This occupies age 17 to 22 in American culture. There are two institutions that help us do this: the army, and the colleges or universities. These are institutions part of whose function is to help people get away from the family.

Some people never make it.

The second phase is getting into the adult world, 22 to 30. This is when most teachers are just beginning to make their mark; they're beginning to find out whether this is what they want to do as a profession or not. Some administrators, by the end of this stage, are beginning to get a feel for what administration is like and whether they want it or not. They begin to listen with some legitimacy. They tend to have a mentor, an older person who will help them along and get them through those early years.

Thirty to 39 is this terrible time of moving up and settling down. There is a personal need to have a house, a location that's yours, and at the same time, if you want to move up, especially in administration, you've got to be unbound and be ready to take the next job that comes down the corridor. It is a period of great stress. But, basically, there is solidity too: there's a family, growing children and so forth.

The hardest one is age 39 to 43, and, in American adults, this is the period when alcoholism, drug addiction and divorce reach their height. I have a feeling suicide does too, but it's very hard to get suicide data in this country, as you probably know. This is the stage I call "midolescence." It's a time that's like adolescence, when most adults go through a process of re-thinking what they're doing. A lot of teachers are very dissatisfied with themselves and with the profession at age 39 to 43. Certain questions arise: Have I made a mistake? Am I in the wrong field? Is it too late to go back? And, of course, quite often, it is. So the midcareer crisis at 39 to 43 is something that's very important to realize if you're working, let's say, with a high school principal who's been a very optimistic guy, and all of a sudden becomes dreadfully disillusioned, bitter and cynical. Something has happened, and this typology may help explain what it is.

Forty-three to 55 is the settling down period when people begin anew--those who have survived the crisis of "midolescence" and are still married and non-alcoholic. This is a time a lot of people think is their peak time because, physically, they're still usually in fairly good shape, and have a lot of energy left. Forty-three to 55 is probably when the major contributions to the profession are made.

Fifty-five to 65 is this funny period called "finishing up." And, at a conference on

gerontology a few months ago, people in that age bracket were referred to by the gerontologist as the "pre-elderly." Let's say you're a school superintendent, you're 61 and your contract runs out at 63. You know that you're not quite doing the job, you're not doing it all. What should you do? Well, you've got to hang around in most cases, given the fact that the mobility rates are not as high as they used to be, and there's this funny thing, about the early sixties, particularly. People who know that they're not doing the maximum, but know there are no other options, tend to hang on, but they feel guilty about it.

This is equally true in law and in medicine. I've talked with people in the medical profession who indicate this is a terrible problem. You have a brain surgeon who is still around but he isn't quite up to snuff anymore. You have to make excuses for him, you have to find other people who will do the operation, although he's there, and you find a way of shunting that person around the organization so that he doesn't damage anyone.

This is a particular problem in education because we have a tough time getting people to move around much. It's kind of hard to move a superintendent and--he can't be moved very far anyway.

In higher education, of course, we have things like the distinguished service professorship, so that if the president can't make it, he then becomes a distinguished service professor. If a professor becomes incompetent at 63, you can give him some tasks to do, like writing a definitive history of the institution, which is usually good for four or five years. So, finishing up is a very important and interesting part of this developmental phase.

I went into this because it seems to me important in terms of the content that research can offer discussions like this. Without a framework based on research, you can't talk about adult development. There are a number of ways in which we can find out from you what kinds of research the Chief State School Officers think is needed. You are obviously the vital links in terms of getting information into the hands of principals and teachers. That, after all, is where the real action is.

I would like to say that I have enjoyed this session this morning, and also enjoyed the chance to meet with you last night. I do hope this is the first of a number of sessions.

Dr. Nix: Thank you, Bud. And I think you can tell from the applause that you're speaking more our language than we have heard out of NIE in a long time. We'll look forward to a much closer working relationship with you in the future.

In referring to the remaining time for the Forum's presentations, Dr. Nix asked that remarks be directed toward fitting into the requirement that the Commissioner has placed on the Chiefs attending the institute. This requirement is to review the really critical issues as the Council of Chief State School Officers see them in American education and, if possible, formulate some directions that the Chiefs might move in resolving those issues.

Dr. Nix indicated that most of the Chiefs would agree that the issue of staff development is one of the most important facing them. At this point, Dr. Nix called upon Elden Amundson, Vice-President of AASA, for his remarks.

Mr. Amundson: As administrators we do have a unique leadership role in education. AASA is concerned about this role and takes great pride in having developed a pioneer staff development program. We constantly stress that it is important for administrators at all levels to be involved in career development programs. There are a couple of items relative to staff development that I should like to talk about here. I don't propose to have the answers, but I believe they are important issues to be concerned about.

The first one is the respective role of the department of education on one hand, and the local school district on the other, in career development--in-service training. I think it's important that we don't get in one another's way, that we do not duplicate. At AASA, we feel there are roles which ought to be played by the state departments of education, while other roles should be left to the local school districts.

There is some problem in resolving this jurisdiction question. There is the new concept of renewal certification, already an issue in most states. AASA has raised questions about this concept and we were told that through a system of career development programs, qualifications of the professionals will be upgraded. We do not question the aim, but do question the procedure. Will this program be based on college credits, participation in workshops, lay seminars or conferences such as this one?

There are serious questions requiring careful analysis and study in the realm of renewal certification.

Finally, there is the question of allocation of resources. To talk about the importance of and procedures for career development is one thing, but to get the necessary resources is another matter; one which brings us into the political arena. It's in the political arena where the decisions are made as to where the money goes, who gets the money, and what the policies are that govern the spending of that money.

Mrs. Kimmel: Dr. Smith has pointed out that Lillie Herndon was the only person at the Paris Conference who represented the parents and the community. No other nation could point to a member of their delegation who had a similar calling. We believe that the PTA performs a tremendously valuable function in this country as liaison between the home and the school. I think most of you know that PTA through the years has been very supportive of the state departments of education.

As I listened to participants' comments on self-renewal and in-service training for teachers, I was reminded of a statement that the public is most likely to support that which they understand. In talking about the need for human resources as well as financial resources, we in PTA believe that involvement in the education of our children brings us the attendant responsibility of being knowledgeable and constructive in communication with the public.

There has been some discussion about the changing personnel of school boards. I am sure you are very well aware of the changing personnel of citizens groups, citizens advisory groups and citizens councils, and they are all a part of society today.

We believe that the PTA, an organization of seven million strong, with a constituency and a continuity, can help the general public to better understand what you people are trying to accomplish in our schools. We are here, we are supportive, we want to help you, we want you to help us. Let us use our nationwide channels of communication to help promote those changes which are in the best interests of all our children.

At the conclusion of Mrs. Kimmel's remarks, the concept of renewal was generally discussed. Reference was made to the high priority given to renewal in the corporate enterprise. This gave rise to

the question, "If self-renewal is the only valuable kind of renewal, is the corporate model a viable one for education?"

Mr. Swain: I don't want to quarrel with the industrial analogy that was just made; however, it's not quite that simple, even in the private sector. You just don't decide on a change at the top and give orders to follow through on the assembly line. If there is any analogy with industry, it is that people at almost all levels of responsibility within any organization, ours included, are very sensitive to signals from above. I believe that the friendly classroom is the focus of your concern. The principal and all teachers have to feel that they are working in an atmosphere in which self-renewal and professional development are valued and encouraged. But it must permeate the whole system. A meeting of the Chiefs is a fine place to study, but not to decide what teachers are going to do. We can study the process while the system is functioning.

Mr. McBride: The best in-service renewal system I've seen was in a school district in Yorkshire, England, where an old house in the country had been fixed up as a training center. Teacners signed up a year and a half in advance, using their own funds, to spend their weekends participating in self-renewal courses. The district also had a teachers' center in which there was teacher input. It wasn't negotiated, but as the director told me, the teachers voted with their fee. The teachers did not get paid for attending. Yet their tremendous esprit de corps was a great experience for me. One thing the teachers found early in the game was that college professors bombed in this kind of environment and activity. For this reason the center's management used teachers in their presentations, after which they gained greater acceptance for their college. You must have teacher input, and cannot simply have the professor down tomorrow and assume that things will work out.

Dr. McDaniels: Let me add something. I've been particularly interested in data on the form of experience which makes a difference in helping teachers to teach kids.

We do know quite a bit more than has surfaced so far in this meeting. The evaluative studies sponsored through USOE and other agencies do show some patterns that indicate the kinds of programs which don't work. It's obviously very difficult to trace the impact of general in-service training programs and more difficult to trace the impact of a teacher

center directed to tackle many areas. But, we can look at programs by focusing on "job relatedness." Bob McBride has raised the issue of the use of in-service time. In looking at programs discussed on the teaching of reading or math we can see some of the elements that make for effective training. We have data from focused training settings and we know what kinds of training settings are successful for teachers. We have to expand those successful settings.

Dr. Hodgkinson: In addition, the professional growth contract, very much like the Christmas Club idea, is beginning to make some headway. If you have a renewal program in which participants have specific targets to aim at, and in which they know the principle is cooperation, then, according to the Rand study released last year, you have the possibility for real change which can be documented. These programs will have real outcomes because the teachers have participated in the formulation of desired outcomes. This is very important.

Dr. Nix: I'd like to mention a plan adopted in Georgia. In 1957 the State legislature allocated $490,000 for the state department of education to use in awarding $150 grants to any teacher who had a professional certificate and wished to take additional course work in a college or university to increase competency. This was limited to summertime activity, the teacher needed a recommendation from the superintendent, and could only take three courses each summer for a total of $450. This continued for several years. It was discovered, however, that teachers were taking whatever courses they wanted to--any old courses the university offered. For this reason we were not getting our money's worth and, so, two years ago I asked the state department of education to save the money for better uses.

Working with local superintendents, every school system in the state was granted its pro rata share of the $490,000 so they could determine their own staff development needs and programs. The planning research division devised a profile for each system, in terms of the achievements of each grade, expenditures per child, certification level of their teachers, etc. Each superintendent received a profile of his school system, and could ascertain from this sizeable document whether he had the teachers who could teach others how to teach reading--if this was the area identified as substandard. The superintendent could also pull in teachers from a neighboring system, contract with the university,

or implement programs in cooperation with neighboring systems. The superintendent decided how to use the money.

There was no requirement that the teachers had to earn credits, as we did not consider this paramount. This open program proved to be the most welcomed change in working with local system superintendents to improve their staffs. We indicated this to the General Assembly, pointing out that we were still concerned about the kind of teacher coming into the classroom. Despite a college transcript or a teacher education department recommendation, not all proved to be good performers. Georgia is now launching a substantial program to develop a competency-based certification. Other Chiefs here are doing the same thing and I hope that through NIE we will not have to discover the wheel all over again. We must share information on developments in competency-based certification. We are in our third year of program development with state funding of $375,000, not NIE or USOE dollars but state dollars. All our school systems are very much interested in this--as are all professional organizations--and are working with us. In summary, if the state dictates that teachers have to take a course to improve themselves as classroom teachers, we are missing the boat. Teachers must be encouraged to identify their weak points, sit down with their local officials, determine how to fill this vacuum and become more competent teachers. We at the state level can identify and secure the resources needed to carry this out.

Mrs. Kimmel: I'd like to comment on that. Joe Public badly needs better understanding of what in-service and self-renewal mean. We claim that teachers are better educated today than ever before. Yet, parents don't really understand why their children are out of school three extra days a year while teachers are involved in in-service training. They feel that if the teachers are educators and have completed college then they ought to be in the classroom. Talk about training centers doesn't really meet with their approval either. There's no place that we need more education for the public than in this area.

The Chiefs offered a number of views: "We have to be responsive to public wants and desires. If we make maverick decisions there will be repercussions. Today, we are receiving more public criticism than ever before. As I recall textbook critics from West Virginia and other activist groups, I want to praise the PTA. Through their constructive efforts and

criticism, they have emerged as persistent supporters. Yet, in our state, I regret that the PTA is almost a dying institution. We're looking very seriously for ways to revitalize it to increase parent involvement. We talk about teacher involvement and student involvement. It should not be in our best interest to neglect this large group of people who want to support our schools, if we can possibly find a way to bring them into our camp to work with us."

"The type of data used in making decisions about renewal programs is very important. Obviously, there is some validity in the use of test scores to measure the need for teacher growth. However, I think we ought to become more creative."

"We ought to return to basic research to determine what is real growth in student caliber. We ought to take another look at how much we trust people to make their own decisions, and do more to provide the data required for growth programs. We must have more than one type of data. We need a whole variety of data if we are to make the best decision."

"You'll find that we've been doing the innovative thing for years, yet still invest in the old model. I suggest that rather than looking at components for change in the system model, we should be looking for a new model of the delivery system, as many other groups in our society have done. As you know, our transportation and distribution system at first used canals and boats, then railroads, now cars and trucks. If we stayed with the original, as we've done in education, we'd have been in trouble. We're in trouble in education because we don't have a delivery system that deals with the needs of a changing society. Rather than merely looking at ways to improve components of the educational system we should be daring enough to look at a delivery system that would serve a total population from cradle to grave."

"Many of our in-service programs have been aimed at upgrading teachers and improving teaching skills; little attention has been paid to learning. Perhaps more programs should be aimed at learning rather than teaching."

"When I came into teaching, we sought new ways to stimulate children to learn, new ways to educate the whole child--those programs date back forty years. Now, in this meeting, are we talking about reforms, reconstructions, renewal? Are we talking

about changing the values we have been working toward, changing the goals and objectives we have worked for? Are we talking about new goals, new objectives, new values? Or are we talking about different methods, procedures and ways to achieve the same goals and objectives that we have accepted over the years? We must identify our goals and the values people should become acquainted with and should adopt. Are the ones we hold no longer the values people need today?"

"I'm not clear just what we mean when we talk about renewal and reform and so forth. In connection with what Jack said, we have a similar program in our state, but we call it development. It's based upon a development catalogue of competencies in each subject matter. We brought in a lot of fine teachers to do that. Those who helped develop these catalogues are happy with them, but you can't bring in every teacher in the state, and many who weren't brought in aren't happy."

"I think we're too preoccupied with innovations; stability is a very important value. Many of us would give anything if schools could be as they were twenty or thirty years ago, solid schools in solid neighborhoods.

For the last twenty or thirty years, a concern over innovation has led to a neglect of stability --and the conditions needed for it."

"Despite the money poured into schools, especially for the lower economic groups and the minority groups, the payoff hasn't approached what we anticipated when we went for it. And yet, we never thought much about the family as a delivery system. I don't know of a single educational organization in this country with a family course, even though families play an extremely important role in the educational achievement of children. What's the reason for the pervasive neglect of this important delivery system? Is it a matter of lobbies, NEA and AFT and AASA, which want more money for what they are doing and ingore the existence of other delivery systems--which at least ought to be nourished and strengthened? Neglect of the family as a strong creative force is something we ought to examine."

"We're getting underneath some things here that are very helpful. For instance, if we talk about a delivery system, we assume that what we want to deliver has already been established and that now

we want to get moving. And yet, in Ohio, we have a song called, "Don't worry about the mule, just load up the wagon." What goes in that wagon is very important and, if we get into a discussion of a system without looking about what it is we're really trying to do for kids, well, then we get into negotiations on a peripheral or superficial level. The idea of the family unit as an educational organization raises the question: What are the changing roles of the school? We're talking about the community school. What is its role? What are we trying to do for the kids? For adults? I believe, then, that we all need within the family, within other educational agencies, within the schools, to define the values we instill through education to develop personal, social and economic self-reliance. Then we must define the job of the family and the school with reference to these goals. We immediately recognize that we have many kinds of values."

"More and more frequently today, our students come from broken homes. How, then, does the school work in a way that fills the void in these kids' lives? Is it the job of the school? Our task involves inquiry into the changing role of the school in a changing society, deciding what the family can do, what the welfare agency can do, what the courts can do, what the schools can do--these are among the fundamental questions we have to address. If we are going to improve teachers through in-service education, they have to know what they need to be better at."

Mrs. Kimmel: I would like to plead with you people in education to talk in terms that lay people understand. There is no term that you people use more often in the groups that I attend than "delivery system." I have an opportunityto circulate with you more than most lay people. And yet, when you people keep talking about a delivery system, I have trouble keeping my mind from seeing the panel truck that drove up in front of my door to deliver something.

Now, when you're talking about the role of the family, I understand that there is no organization anywhere that believes more strongly than the National PTA does, that the family is the basic unit of society, and that if learning is going to improve, it has to begin in the family. But you don't say that to us, when you're talking about a delivery system.

You have to communicate with your public in terms that they understand.

If I have any plea with you people as educators, it's that whenever you talk about apathy or people not being in the schools, parents tell us they aren't comfortable in your schools.

Dr. Hodgkinson: Use of the term "delivery system" does suggest that we're going to deliver something to a child, and we know how we deliver things; out of the back of a truck. It's worthwhile to look at what happens when we try to "deliver" stuff to kids. As we pour it in, it seems to escape just as fast. There is a lot of interesting current research being done on the nature of forgetting. A study at medical schools last year, for example, indicated that first year medical students retested a month after the end of their first year had already forgotten 60% of the year's material. Think of that the next time you consult your friendly local physician. This statement about non-retention is important as it leads us to new ways of looking at the system. Why are the forgetting levels so high? Are there ways in which we can improve students' ability to retain information which we think important enough to teach?

These questions are fundamental to our inquiry into the delivery model. We have ways of testing that are explicit and good in areas like planning, communicating, forecasting and decision-making. Are these new values, or are they simply a clarification of the values that we've had for a long time? If they are, we have ways of checking them out. We can find out what level of performance kids are reaching.

My comment concerns the magnitude of commitment we want to put into renewal. If it's just a couple of courses or a few afternoons a year of in-service training, then, that is utterly inadequate and in no way touches critical areas.

In the short papers we were asked to write, my recommendation was that in terms of preparedness, we consider in-service education on a massive scale. In industry, innovations are followed by on-the-job training while in education, teachers go through a student-teaching experience and we expect that to last them through their whole teaching careers.

It's now time, at least once every 10 years, to bring teachers and administrators--who have to learn on the job--to a five or six week training experience. With the current surplus of teachers, we can bring teachers in to replace those involved

in the training sessions. We have the opportunity to institute a new kind of student-teaching experience, one which will upgrade their skills, upgrade their knowledge, expose them to new techniques and approaches. We may even now be wasting money which could be spent in more productive ways.

Dr. Phelps: When we talk about renewal, we're talking about improving the quality of skills of teachers and administrators who are remaining in a consistent job. As people change jobs, be they Chiefs or superintendents, this means renewal in other kinds of job structures; enigmatic but changing roles. This holds true whether you are changing into a professor of school administration or whether you 're going into a local superintendency or some other kinds of role. There are at least two kinds of renewals. Since we're in the people business, let's put resources into the development of people. Consider the level of commitment--have we really tried to do what industry has done regarding in-service? We ought to be spending five percent of our budget on research and training in the upgrading of skills. Anything less is band-aid treatment.

The Teacher Corps program is changing, not only the training of new people, but is also concentrating in certain areas where we ought to be doing research. A small school in Lincoln, Nebraska, will receive a half-million dollars over a two year period in Teacher Corps funds. This really ought to make a difference. If it does, then we'll know something about how people change and improve their skills--whether through self renewal or through the goals a school system has developed with parent, teacher and administrator cooperation. We will know more about how best to reach those goals.

Further discussion: "The chiefs have a channel to draw together resources which are available but often unutilized. We must draw people through the local school districts, together with the state departments of education, the universities with teacher training programs, and the Federal agencies. We must bring them together to study the problems and to devise means whereby the best brains in teacher renewal programs are put to work. If this can be done, then it's the Chiefs who are in a strategic position to bring this about. This can be done within the profession--and not by using extraneous advisory groups and other interested parties. The Chiefs can do this if we get these particular representatives together, working in partnership. Currently we are working in compartments which are sepa-

rate and apart from the total resources which could be used to deal with this problem."

Dr. Wilson Riles, the California Chief State School Officer, as conference summarizer then gave an assessment of the session proceedings.

Dr. Riles: This meeting represents the beginning of an attempt by the Chiefs to address our own self-renewal here. There has been general agreement on the concepts which have been presented. As stated, the downturn in enrollments means that we will have fewer new people coming in as teachers and administrators. Thus it's very important to those who operate the system, if we are going to improve the product. One bit of jargon, "institutional change," has been mentioned here. This was prevalent in Washington five years ago. I presume that we've moved from the institution to the people.

I have always said that I am not interested in change for change's sake and hope that when we talk about self-renewal, we're not talking about self-renewal for its own sake. The question is: are children learning, and are they learning better? To illustrate that: the State of California received a grant from Title I. At the same time our state legislature voted a million dollars. This was to see if we could use the Federal monies more effectively. We decided that the best way to use the state money was to devote it to in-service training programs. We decided to allocate those funds to people who came up with something that would give us a demonstration. We funded a project at San Francisco State College, headed by a creative young professor. He used a small district in Sausalito and designed two components, in-service and preservice. Professors came out to the district, into the classrooms, worked with the teachers and demonstrated what they could do instead of talking about it. The approach was interdisciplinary. Sociologists, anthropologists, and political scientists were involved. It proved to be an excellent program, winning an award as being one of the five most innovative programs in the country. This project cost $400,000 over a three-year period. While very successful, this program was not continued because the grant ran out. The University did not continue funding. Some Ford and Carnegie funds were awarded, but they too ran out. When Dr. Hayakawa became President of San Francisco State, he was told about this project and said that he'd been on campus all this time and

had never heard of it. Apparently, there was no communication mechanism within institution for the dissemination of results of effective programs. Therefore, there was also no possibility of institutionalizing the findings as effective practices in the absence of continued outside funding. If a project funded by outside resources runs only as long as the money's there; if when the money runs out, the institution keeps on going exactly as it was before, we're not really talking about change.

We can't make comparisons with General Motors; schools in this country belong to the public, and when we talk about renewal and improving our skills, it has to be in the context of the public schools. Commitment from the public must precede anything else we do. Education in this country still has a very low priority. Compare it with the resources and the talent allocated to the Apollo program. If we would put these talents and resources into education, we would see big results.

There are a lot of agendas here that have not yet been brought out. I agree with some of the items raised so far and with some I disagree. For example, as a Chief, I don't like this business about all the Federal programs going directly to the district. I believe that every state constitution makes education a state function. When we have to coordinate and support these programs, it will be difficult if things fly all over the place.

I'd like to suggest two things. The Educational Professions Development Agency can work with us to get some resources for self-renewal. In the past, EPDA was using the money to bypass the colleges because it was felt that schools of education were not doing a good job. They were going to bring people from other disciplines and retrain them to become teachers. Now that a surplus exists, I hope EPDA will use its money to retrain on-the-job professionals. The PTA is working toward seeing that a condition prevails where education is a top priority--the PTA will do much to bring this about.

In conclusion, we have here representatives from AASA, PTA, NASBE, NEA, USOE, NSBA, NIE, AACTE and ECS. We should continue to convene a wide range of role group representatives around this table. It is unfortunate that NIE will only have a pittance of $70,000,000. We're talking about 5 percent of the education funds. This would be enough to operate a respectable program. I urge you all

here to come together again at an early date, politically, because we need to win votes and support for everything we do. Let's put aside our disagreements and work toward getting the pie so that we can then argue on how to split it up.

Dr. Smith thanked the Chiefs for sending representatives from their teacher education organizations to the Teacher Corps Conference. All the representatives designated to attend the 11th cycle training sessions came and stayed through the entire session. The participants worked out a preliminary draft of procedures for state departments of education regarding teacher education proposals coming to the Teacher Corps. He asked that if the people who attended were not the regularly assigned liaisons, then the Teacher Corps should be advised of the regular contact person. This was especially necessary because the liaison people are formulating a policy, which will be the minimum level criteria that all of the states have agreed they will use in looking at Teacher Corps projects. He further stressed the importance that these participants be the permanent liaison individuals who will remain in touch with the Teacher Corps.

Dr. Nix: I'd like to say in closing that we appreciate you, both the old and new presidents, being here with us and for what you have contributed.

U.S. OECD FORUM OF EDUCATION ORGANIZATION LEADERS JULY 27-28, 1975

UNITED STATES REPRESENTATIVE TO THE OECD:

United States Office of Education
DR. WILLIAM L. SMITH, Director, Teacher Corps

FORUM ORGANIZATIONS AND THEIR REPRESENTATIVES

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DR. JOHN DUNWORTH, President
DR. SAM P. WIGGINS, immediate past President

American Association of School Administrators
DR. H. VAUGHN PHELPS, President
MR. ELDEN M. AMUNDSON, Vice President

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Council of Chief State School Officers
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Education Commission of the States
MR. ROBERT H. MCBRIDE, Chairman of the Policy Committee

National Association of State Boards of Education
MR. ROBERT H. MCBRIDE, President
MR. JAMES CONNOR, President-elect

National Congress of Parents and Teachers
MRS. CAROL KIMMEL
MRS. LILLIE HERNDON

National Education Association
MR. JAMES HARRIS, President

National Institute of Education
DR. GARRY MCDANIELS, Director, Programs on Teaching and Curriculum

National School Boards Association
MR. CECIL L. GILLIATT, President
MR. PHILIP B. SWAIN, immediate past President

FORUM MEMBERS AND STAFF REPRESENTATIVES ATTENDING JULY 27-28, 1975

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MR. JAMES M. CONNOR

National Congress of Parents and Teachers
MRS. CAROL KIMMEL

National Education Association
DR. ROBERT MCCLURE (representing Mr. Harris and Mr. John Ryor, President-elect)

National Institute of Education
DR. GARRY MCDANIELS

National School Boards Association
MR. CECIL GILLIATT
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CHIEF STATE SCHOOL OFFICERS

SPEAKERS

1975 CHIEF STATE SCHOOL OFFICERS INSTITUTE

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INSTITUTE PARTICIPANTS

LEROY BROWN, prior to assuming his present position as Alabama's State Superintendent of Schools (1971), was the President of Jefferson State Junior College in Birmingham for six years. A native of Cleburne County, Alabama, Dr. Brown received his B.S. and LL.D. from Jacksonville State University (Alabama) and his M.S. degree from the University of Alabama. Dr. Brown did graduate work at Princeton University and received his Doctor of Education degree from Columbia University. In addition to many professional experiences, his honors include Alumnus of the Year, Jacksonville State University (1965-66) and recipient of the Freedom Foundation Award (1968).

MARSHALL L. LIND, Alaska's Commissioner of Education, was superintendent of schools in the Kokiak Island Borough School District prior to becoming State Commissioner in 1971. A native of Wisconsin, Dr. Lind received a B.S. degree from the University of Wisconsin, a Master of Education degree from the University of Montana and a Ph.D. degree from Northwestern University. He has served in the public schools as a teacher, principal and superintendent. He has been visiting professor at Northwestern University. Commissioner Lind is a member of Phi Delta Kappa, A.A.S.A., N.E.A., and served on the board of directors for the Agency for Instructional Television, the Northwest Regional Education Laboratory and the Center for Northern Educational Research.

NO PICTURE AVAILABLE

MERE T. BETHAM, Director of Education for American Samoa, received her B.A. at Geneva College, Beaver Falls, Pennsylvania. She completed high school with the first graduating class of the high school in American Samoa. Her experience has been as a teacher, vice principal, principal, head of secondary education, deputy director of education and in her present position. She is a native of American Samoa. She was deeply involved in the development of educational television in American Samoa, the world's most complete and elaborate educational television experiment.

CAROLYN WARNER is Arizona's State Superintendent of Public Instruction. As Superintendent, Mrs. Warner brings a unique and varied set of experiences into education. She has served as President of Trustees, Phoenix Union High School System, Vice President, Arizona School Boards Association, President of Maricopa County School Boards Association and member of Designing Education for the Future Study Commission. Mrs. Warner has also served as a consultant to the National School Boards Association. Among her other experiences are included the following: producer and emcee on WKY Oklahoma City and, secretary-treasurer and general manager of Warner's Furniture and Interiors. Mrs. Warner is the mother of six children: Cathey, 23, Caron, 22, Steven, 20, Connie, 19, Chris, 17, and Christi, 14.

ARCHIE W. FORD, Arkansas' Commissioner of Education, graduated from State College of Arkansas and the University of Arkansas. He has received a Doctor of Law degree from Ouachita Baptist University. From elementary and high school principal, and superintendent of schools, he has a large administrative experience. His professional affiliations include life member in Arkansas Association and National Education Association, the American Association of School Administrators, and a past president of the Chief State School Officers.

WILSON C. RILES is California's State Superintendent of Public Instruction. He received both his B.A. and M.A. degrees from Northern Arizona University. He has received honorary Doctor of Law degrees from Pepperdine College, Claremont Graduate School, and the University of Southern California, and honorary Doctor of Humane Letters degrees from St. Mary's College, University of the Pacific and the University of Judaism. Chief among Superintendent Riles' efforts have been the implementation of the first phases of the comprehensive Early Childhood Education program in more than 1,300 primary schools in 839 districts; the enactment by the Legislature of his Special Education reform plan; implementation of the state's first Bilingual Education Act; revamping of the state's textbook adoption system and appointment of a statewide citizens commission to study and submit recommendations to overhaul junior and senior high schools in California.

DAVID A. SPEIR was appointed Superintendent of Schools on October 28, 1973, by the Governor of the Canal Zone. Joining the Panama Canal Zone Division of Schools in 1951, he has also been a teacher, counselor, assistant principal, principal, supervisor of instruction, and assistant superintendent. He graduated from the Junior College Division of Georgia Military College in 1942, served three years in the Air Force in World War II, received his A.B. from the College of William and Mary in 1947, and the M.Ed. degree from the University of Florida in 1949. He has also studied at the University of Havana and Florida State University. Though born in Georgia, he calls Florida home when he is in the United States.

CALVIN M. FRAZIER is Colorado's Commissioner of Education. He received his A.B. degree from College of Puget Sound, his M.A. and Ed.D. from the University of Oregon. His professional career covers teaching in Washington state, Assistant to the Dean of the School of Education at the University of Oregon, and an associate professor at the University of Colorado. In addition, he has served as a deputy superintendent in Colorado.

MARK R. SHEDD, Connecticut's Commissioner of Education, graduated from the University of Maine and received his Ed.D. from Harvard University. A wide background in education includes visiting Professor of the Graduate School of Education, Harvard University, and Consultant, Institution for Social and Policy Studies, Yale University. Superintendent of Schools in Philadelphia and Englewood, New Jersey, he has received honorary Doctor of Law degrees from the University of Maine, College of Wooster, and Bates College. He received a Doctor of Letters degree from Drexel University. His active memberships include American Association of School Administrators, National Urban Coalition, Phi Delta Kappa, N.A.A.C.P., and the Harvard Graduate School of Education Alumni Council.

KENNETH C. MADDEN, a native of Orbisoria, Pennsylvania, is presently Delaware's State Superintendent of Schools. Dr. Madden received his B.S. from Shippenburg, Pennsylvania, his M.A. from Chapel Hill, North Carolina and his Ed.D. from Pennsylvania State University. His professional activities include membership in N.E.A., A.A.S.A., Phi Delta Kappa, and he is listed in *Who's Who in American Education, Who's Who in America,* and *Who's Who in the East.* Other honors include winner of the John Hay Fellowship in Humanities, Idea Fellow (1967), and winner of American Educators Award from the Freedoms Foundation (1975).

RALPH D. TURLINGTON, Florida's Chief State School Officer, has a record of twenty-five years of public service. While Speaker of the House and the "dean" of the Florida Legislature, he was a pioneer in finance and education legislation. In education, his work led to expanding Florida's community college system and the establishment of universities in Tampa, Boca Raton, Orlando, and Jacksonville. He has co-authored a book entitled "The Legislator's Guide to Schools Finance."

JACK P. NIX, Georgia's Superintendent of Schools, is one year into his third elected term as the state's chief school officer. Chief among Superintendent Nix's efforts have been the administering of Georgia's new adequate education program for education and the funding of a public kindergarten program. He is an advocate for vocational opportunities to public school students who desire training in technical, skilled and related areas, and he has been a constant and vocal advocate of career education, the teaching of basic education skills and a firm discipline policy at home and at school. Nix is a graduate of the University of Georgia with a master's degree and a specialist in education degree. He holds honorary doctorates from John Marshall University and Piedmont College. Nix is President of the Council of Chief State School Officers.

TIMMY TEICHIRO HIRATA, Hawaii's Superintendent, has been a leader in school administration for over twenty-five years. He is a graduate of the University of Hawaii and Columbia University. As a community leader, he is active in the Council of Economic Education, the past president, a founder of the Central Honolulu Community Association, and numerous other activities. His professional activities include president of the Hawaii Association of Secondary Principals, the Hawaii Association of Curriculum Development and the American Association of School Administrators. He has served on legislative, finance and other committees for many years.

ROY TRUBY is the State Superintendent of Schools from Idaho. He received his bachelors and masters degrees from Indiana University. He graduated from the University of Idaho with a doctorate in school administration. His experience includes teaching on both the high school and college levels. Prior to his election to state superintendent he was administrative assistant to State Superintendent D. F. Engelking. He and his wife Sheila have two children, Dana and Mark.

JOSEPH M. CRONIN, State Superintendent of Illinois, studied at Harvard and Stanford and taught and directed research at both institutions. He worked in Maryland as a principal and at Harvard as associate dean of the Graduate School of Education. Author of more than forty books, articles and reviews, he has served as a consultant on finance and organization to five states. In 1971 he was named the first Secretary of Educational Affairs for the Commonwealth of Massachusetts. In January, 1975, he was appointed the State Superintendent of Education in Illinois by the new State Board of Education. He serves as Chairman of the Teacher Certification Board, President of the Illinois Teacher Retirement System and as a Commissioner of the Education Commission of the States.

HAROLD H. NEGLEY is the State Superintendent of Public Instruction for Indiana. Dr. Negley earned a B.A. degree at DePauw University, an M.A. at Butler University and an Ed.D. at Indiana University. The author of a number of school publications, he began his career in the Indianapolis Public Schools. He entered the Indiana State Department of Public Instruction in 1967 as Director of Curriculum (six months). From 1967 to 1970 he served as Assistant Superintendent for Instructional Services in the Department of Public Instruction, later becoming Director of the Ball State University Programs at Grissom Air Force Base. Dr. Negley has also taught courses in social studies and introductory courses in education at Indiana University, Indiana State University and Butler University. A member of various professional organizations, he headed the Indiana Committee for Individualized Instruction. Dr. Negley co-authored *Search for Freedom,* a 1973 textbook in U.S. history.

ROBERT D. BENTON, Superintendent of Public Instruction in Iowa, received the B.A. and M.A. degrees from the University of Northern Iowa and an Ed.D. from Colorado State College. Having served in the U.S. Marine Corps, Dr. Benton has held various educational positions, among which are teacher, Director of Public Information and Coordinator of Secondary Education (South Dakota), assistant superintendent and superintendent of schools. He has held professional affiliations in N.E.A., South Dakota Association of School Administrators, National School Public Relations Association, A.A.S.A., and State Advisory Council for Vocational Education. Having served in various civic capacities in Council Bluff, Dr. Benton was named Outstanding Young Man of the Year in Rapid City.

MERLE BOLTON is the Commissioner of Education for Kansas. He is a graduate of Kansas State College (B.A., M.A.), and the University of Kansas (Ed.D.). He is an experienced teacher and principal. He has served as superintendent of schools for Shawnee Mission, Kansas; Hastings, Nebraska; Park Forest, Illinois; and Topeka, Kansas. His professional memberships include N.E.A. (life); A.A.S.A.; Kansas United School Administrators; Phi Delta Kappa; former president, Kansas Association of Area Vocational Technical Schools; and former chairman, Kansas Professional Teaching Advisory Board. He is also on the advisory board for the Boy Scouts; vice president of Campfire Girls; and Board of Directors, Y.M.C.A. He is co-author of a book entitled *Basic Principles in Teaching the Academically Talented and Elementary School Programs for the Social Education of the Academically Talented.*

LYMAN V. GINGER, Kentucky's State Superintendent of Public Instruction, received the Baccalaureate degree from Kentucky Wesleyan College and the M.A. and Ed.D. degrees from the University of Kentucky. Listed in *Who's Who in America,* Dr. Ginger has experience in all fields of education—ranging from teaching to administration. He served as president of KEA during the development of the Minimum Foundation Program and has also been President of NEA. In 1968, he was secretary to the U.S. Delegation to the World Confederation of Organizations of the Teaching Profession held in Dublin, Ireland. Dr. Ginger was appointed by Dean Rusk to serve a two-year term on the Education Committee of the United States National Commission for UNESCO and was reappointed for an additional term.

LOUIS J. MICHOT is presently Louisiana's State Superintendent of Education. A native of Lafayette, Louisiana, he has been active in business, government, and education for many years. He has held positions as Executive Director of the Lafayette Chamber of Commerce, and Assistant to the Vice President of the Air Transport Association of America in Washington, D.C. From 1960-64 he served in the Louisiana Legislature and was a candidate for Governor in 1964. In 1968, he was elected a member of the Louisiana State Board of Education and was elected State Superintendent of Education in 1972.

H. SAWIN MILLETT, JR. is Executive Secretary of Maine School Management Association. He is a graduate of Bates College (B.S.) and the University of Maine (M.Ed.). His experience ranges from teacher to principal. He has also served as a member of the Education Subsidy Commission, Manpower Services Advisory Council, and member of the Maine House of Representatives.

JAMES A. SENSENBAUGH, State Superintendent of Schools for Maryland, received the B.S., M.A. and Ed.D. degrees from Columbia. In 1965, Dr. Sensenbaugh was awarded the Doctor of Law degree from the University of Maryland. Educational and civic responsibilities formerly held include State Director for the Department of Rural Education of NEA, Vice President and Secretary of the Maryland Association of School Superintendents, President of the Teachers Association of Baltimore County and Chairman of the National Safety Commission of NEA. Currently, Dr. Sensenbaugh is Chairman of the Maryland State Teachers Retirement System, member of the Commission on Aging, chairs two committees on ABA, Council for CSSO, and a member of the Public Broadcasting Commission.

GREGORY R. ANRIG is Commissioner of Education for the Commonwealth of Massachusetts. Prior to becoming Commissioner in 1973, Dr. Anrig was Director of the Institute for Learning and Teaching at the University of Massachusetts. Other professional experience includes Executive Assistant to the Commissioner, U.S.O.E.; Director, Division of Equal Educational Opportunities, U.S.O.E.; and Superintendent, Mt. Greylock Regional School District, Williamstown, Massachusetts.

JOHN W. PORTER, Superintendent of Public Instruction in Michigan, has been a director of the State College Loan-Scholarship Program, a university professor and the Associate Superintendent of the Bureau of Higher Education in the Michigan Department of Education. Recently Dr. Porter was appointed to the National Commission for Manpower Policy; he also now serves on the National Commission on Career Education. Current and past professional affiliations include M.E.A., N.E.A., M.A.S.A., American Education Research Association and Phi Delta Kappa. In 1972, Dr. Porter served on the Commission for the Reform of Secondary Education and was appointed to the Commission for Financing Post-Secondary Education; he is currently a member of the Board of Trustees of the National Urban League, Chairman of Task Force '74 on Secondary Education, and a member of the Education Commission of the States. Among numerous honors and degrees, Dr. Porter has received several honorary doctorates.

HOWARD B. CASMEY is presently Minnesota's State Commissioner of Education. Mr. Casmey received his B.A. from Concordia College (Minnesota) and his M.Ed. from the University of North Dakota. He has had educational experience as a teacher and administrator. His professional activities include membership in N.E.A., Board of Directors of CCSSO 1973-1975.

GARVIN H. JOHNSTON, Mississippi's State Superintendent of Education, received a B.S. degree and an Ed.D. from the University of Southern Mississippi and an M.A. from the University of Alabama. Dr. Johnston has been a classroom teacher, elementary and high school principal and superintendent; he was also a supervisor in the State Department of Education and President of Pearl River Junior College. A past president of the Mississippi Education Association, he has served on the Board of Directors of the Mississippi Economic Council and on the State Advisory Committee for Vocational and Technical Education. Dr. Johnston is an active Mason, Baptist Deacon and Rotarian.

ARTHUR L. MALLORY is the Commissioner of Education for the State of Missouri. A native of Springfield, Missouri, Dr. Mallory received a B.S. in Education from Southwest Missouri State University, and the M.Ed. and Ed.D. from the University of Missouri. Prior to becoming Commissioner of Education in 1971, he was History Supervisor in the University of Missouri Laboratory School, Assistant to the Superintendent of Columbia Public Schools, Assistant Superintendent of Parkway School District, Dean of the Evening Division of the University of Missouri, and President of Southwest Missouri State University.

DOLORES COLBURG, Montana's State Superintendent of Public Instruction, worked in private industry prior to graduating with honors from the University of Montana. Ms. Colburg later served as Administrative Assistant to the State Superintendent of Public Instruction and was elected State Superintendent in 1968. She is a member of the Board of Public Education, Board of Regents, State Library Commission, Teachers' Retirement System Board of Trustees and Educational Broadcasting Commission. She is a member of the Board of Directors of the Council of Chief State School Officers and serves as Vice Chairperson of both the Board of Directors of the Northwest Regional Educational Laboratory and the Mountain-Plains Education and Economic Development Program, Inc. Other memberships include AASA, AAUW, NOW, Montana Manpower Planning Advisory Council and Montana Special Olympics State Executive Committee (Education Chairperson) and several other state organizations.

M. ANNE CAMPBELL is Nebraska's Commissioner of Education. Dr. Campbell's professional background is varied. She has been a teacher in junior and senior high school in Nebraska and Colorado, was a county superintendent of schools for eight years, was director of professional services and a lobbyist for the Nebraska State Education Association, was administrative assistant for governmental services in the Lincoln, Nebraska public schools from 1965 to 1972. Before becoming Commissioner of Education, Dr. Campbell was director of public affairs at the University of Nebraska. Dr. Campbell received her Ed.D. degree in 1969 from the University of Nebraska Lincoln. She received an M.S. degree from Wayne, Nebraska State College in 1959. She received an A.B. degree from the University of Northern Colorado in Greeley, where she majored in physical education and minored in mathematics and history.

KENNETH H. HANSEN is Superintendent of Public Instruction for Nevada. His experiences include teaching in high school and college in the areas of English and music. He has served as Director of the School of Education at Western State College of Colorado, Director of Program Development for the Education Commission of the States, Assistant Colorado Commissioner of Education, and Professor of Educational Administration at Washington State University. The author of several books and numerous articles, Hansen has served as speaker and consultant throughout the country and in a number of foreign nations. He is presently the Nevada State Superintendent of Public Instruction.

NEWELL J. PAIRE, a native of Keene, New Hampshire, holds the B.Ed. and M.Ed. degrees and the Doctorate in Humane Letters from Keene State College. Presently New Hampshire's Commissioner of Education, Dr. Paire has held various educational posts, including superintendent of schools and Deputy Commissioner of Education in his home state. A combat veteran of World War II, he retired from the U.S. Naval Reserve with the rank of Commander. Dr. Paire has held membership in Rotary, Lions Club and the Chamber of Commerce; he is also a member of Bektash Temple, the New Hampshire Education Association, AASA, and the American Legion.

FRED G. BURKE, Commissioner of Education for the State of New Jersey, was Rhode Island's Commissioner of Education. He received a B.A. from Williams College, an M.A. and Ph.D. from Princeton and an honorary Doctorate of Law from Bryant College. Dr. Burke was formerly Dean of International Studies at State University of New York, Professor of Political Science at Syracuse University, Assistant Professor of Political Science at Ohio Wesleyan University and Consultant to the Kenya Government. He has written articles in the *Journal of African Administration* and *Ohio Wesleyan Magazine,* chapters in *African Socialism* and *Case Studies in Local Government* and books, among which are *Africa's Quest for Order* and *Sub-Saharan Africa.*

LEONARD J. DE LAYO is presently New Mexico's State Superintendent of Public Instruction. A native of New York City, Mr. De Layo earned his B.S. degree from the University of New Mexico and his M.A. degree from Columbia University. He is past president of the Council of Chief State School Officers, a member of NEA, AASA, New Mexico Congress of Parents and Teachers and is also involved in numerous civic activities. Mr. De Layo has been listed in *Who's Who in American Education, Who's Who in New Mexico, Who's Who in the West, Who's Who in the East* and *Who's Who in America.*

EWALD B. NYQUIST, New York's Commissioner of Education and President of the University of the State of New York, received undergraduate and graduate degrees from the University of Chicago. Dr. Nyquist holds honorary doctorates from over 25 colleges and universities. He has served in various administrative capacities with Columbia University and the New York State Education Department. In 1970, Dr. Nyquist proposed the Regents External Degree Program which is now well established. He has been involved in accreditation commission, trusteeships, and directorships. The recipient of many honors, Dr. Nyquist has written and spoken on such topics as open education and the state's role in urban education.

CRAIG PHILLIPS, North Carolina's State Superintendent of Public Instruction, received his education at UNC-Chapel Hill with A.B., M.A., and Ed.D. degrees. During his public school career, Dr. Phillips has been a teacher, principal, and superintendent of the Charlotte-Mecklenburg School and later the Winston-Salem Schools. Among the numerous honors and professional organizations are the following: Governor's Commission to Study the North Carolina Public Schools, Board of Directors of the A.A.S.A. National Academy for School Executives, Board of Trustees for the Southern Association of Colleges and Schools, Board of Visitors for Duke Divinity School and Board of Trustees for the Joint Council of Economic Education.

M. F. PETERSON, Superintendent of Public Instruction of the State of North Dakota, received a B.A. degree from Concordia College in Minnesota and an M.S. in Education degree from the University of North Dakota. Experienced in both elementary and secondary education, Mr. Peterson taught school law on the graduate level at the University of North Dakota. Prior to his present position, he was Deputy State Superintendent in his native North Dakota. He has written for various state and national publications. In addition to active membership in such organizations as Kiwanis, Phi Delta Kappa and AASA, Dr. Peterson has held several offices and served on various committees of Trinity Lutheran Church in Bismarck.

MARTIN W. ESSEX, State Superintendent of Public Instruction in Ohio, has served as a teacher, principal and superintendent of schools in Ohio and Michigan. Included among his service in American education are the presidency of AASA, chairmanship of the National Advisory Council for Vocational Education which led to the present Vocational Education Act, chairmanship of the Joint Council on Economic Education and chairmanship of the Advisory Council of the National Merit Scholarship Corporation. Currently he is serving as chairman of the first National Governance Study and president of the Council of Chief State School Officers. He is the only educator to be chosen by his peers to head each of the most prestigious school administrator organizations (AASA and CCSSO). His comparative education services include the direction of two studies in the USSR, an around the world study of education in the free world countries and services as consultant to the West Berlin government.

LESLIE R. FISHER, Oklahoma's Superintendent of Schools, received the B.S. degree from Southeastern State College (Oklahoma), and the Ed.M. and Ed.D. degrees from the University of Oklahoma. Dr. Fisher, after serving in the U.S. Navy, was a teacher, coach, principal and superintendent in his state's public schools. Civic and educational recognitions include outstanding citizen in Moore, Oklahoma (1961-63 and 1968), and "Certificate of Special Merit" awarded by the OASA (1966). He is a member of A.A.S.A., N.E.A., the Oklahoma State Board of Vocational Education, N.A.S.E., the Board of Regents of Oklahoma Colleges and other educational organizations.

VERNE A. DUNCAN is Superintendent of Public Instruction for Oregon. He received his B.A. from Idaho State, his M.Ed. and Ph.D. from the University of Oregon. His experiences range from elementary, junior high, and high school teacher. He has also served as an elementary and secondary principal, local district superintendent and university professor. He has been Outstanding Young Educator in Idaho in 1966 and a former member of the Idaho House of Representatives. His membership in professional organizations both past and present include the following: Oregon Intermediate and County School Superintendents' Association; senior officer in U.S. Army Reserves; A.A.S.A.; Phi Delta Kappa; and Rotary International. He and his wife Donna have two daughters Annette and Christine.

JOHN C. PITTENGER was appointed Pennsylvania Secretary of Education by Governor Milton Shapp in January 1972 and reappointed in January 1975. A lawyer and former state legislator, Pittenger has taught at Harvard College and at Franklin and Marshall College, where he continues to volunteer as coach of the college squash team. He is a graduate of Harvard College and the Harvard Law School and was a Frank Knox Fellow at the London School of Economics. He is co-author, with Henry Bragdon, of *The Pursuit of Justice,* a study of Constitutional rights.

RAMON A. CRUZ APONTE, Puerto Rico's Superintendent of Schools, graduated from the University of Puerto Rico, University of Florida (M.A.), and the University of North Carolina (Ed.D.). His wide professional leadership has led him to be the vice president of the Puerto Rican Teacher's Association, the director of the Pilot Project for Preparation of Teacher Aids in 1966, and a member of the Task Committee for a Comprehensive Planning of Higher Education in the Council of Higher Education, 1969-71. From elementary school teacher in 1945 to the present Secretary of Education for Puerto Rico, he is a proven educational leader.

THOMAS C. SCHMIDT is Commissioner of Education for Rhode Island. He is a graduate of Princeton University (A.B.). He received his advanced degrees from Virginia Seminary (M. Div.), and State University of New York at Buffalo (Ph.D.). His experiences in education included Assistant Commissioner of Education for Organization and Management. His present and past activities include: Special Assistant to the Governor for Policy and Program Review, Consultant to Business and Industry, and Parish Priest in the Episcopal Church.

CYRIL B. BUSBEE is presently South Carolina's State Superintendent of Education. A native of Aiken County, South Carolina, Dr. Busbee received his bachelor's and master's degrees from the University of South Carolina. The University of South Carolina and Wofford College awarded him honorary Doctor of Law degrees. He serves as administrative officer to the State Board of Education and ex-officio member of the Board of Trustees of the University of South Carolina, Winthrop College and the Citadel and of the Educational Television Commission and the Technical and Comprehensive Education Board. Dr. Busbee is a member of the Steering Committee of the Education Commission of the States.

THOMAS C. TODD is Superintendent of Public Instruction for the state of South Dakota. His professional training includes degrees from Troy State Teachers College and Florida State University. His experience includes elementary school teacher, principal, county superintendent of schools, and Executive Assistant to the Commissioner of Education in Florida. His past and present professional activities include member, A.A.S.A.; Phi Delta Kappa; Pinellas County Elementary Principal Association; Board of Directors, Florida Education Association; president, Northwest Florida Superintendents' Association; and president, Florida Association of District School Superintendents.

SAM H. INGRAM is Tennessee's Commissioner of Education. He received his training from Bethel College in McKenzie (B.S.), Memphis State (M.A.), and University of Tennessee (Ph.D.). Commissioner Ingram has served as a college president, dean, professor of education, regional supervisor of instruction, assistant state director of curriculum, elementary and high school principal, and elementary teacher. Dr. Ingram is a member of the N.E.A., T.E.A., A.A.S.A., and Phi Delta Kappa. He is also past president of the Tennessee Professors of Educational Administration and the Tennessee Association of Supervision and Curriculum Development.

M. L. BROCKETT is the Texas Commissioner of Education. He received his A.B. degree from Southwestern University and his M.A. and Ed.D. degrees from Baylor University. As an elementary school teacher, principal, and superintendent of schools his career spans forty years of outstanding educational leadership. Mr. Brockett's membership in professional organizations has included N.E.A., A.A.S.A., the Texas State Teachers Association, past president of School Masters Association and past president of the Texas Association of County Superintendents. As a community leader he is past president of the Rotary Club and Junior Chamber of Commerce and past chairman of the Hill County Chapter of National Foundation for Infantile Paralysis.

WALTER D. TALBOT is Utah's State Superintendent of Public Instruction. A native of Utah, Dr. Talbot graduated from Panguitch High School and received an Associate of Science degree from Weber State College. Following this, degrees were earned at Utah State University (B.A. and Ed.D.), an M.S. from the University of Utah, and additional study was pursued at UCLA and the University of Pennsylvania. Dr. Talbot's educational experience has included Professor and Chairman of Educational Administration, Brigham Young University; visiting professor at Utah State University and Kansas State University; and Deputy State Superintendent for Administration. He has also taught and served in administrative positions in elementary and secondary schools of his state.

ROBERT A. WITHEY, Commissioner of Education for Vermont, was educated at Rutgers University where he received his B.S. and master's degrees. Mr. Withey has served in various educational capacities, among which are Deputy Commissioner for Learning Services (Vermont); Chief, Bureau of Elementary and Secondary Administration and Supervision (New Jersey); Assistant Director of Secondary Education (New Jersey); Coordinator of NDEA (New Jersey); NDEA Consultant in Guidance and Testing; and Executive Secretary of New Jersey Association of High School Councils. He is a member of Phi Delta Kappa, N.E.A., V.E.A., V.S.S.D.A., V.S.A., N.E.S.A.; and served on Vermont's Retirement Trustees, Bicentennial Commission and Post-Secondary Commission. Mr. Withey has written for numerous professional publications and has received several awards and honors.

W. E. CAMPBELL is Virginia's State Superintendent of Public Instruction. Dr. Campbell received his A.D. from Maryville College, Tennessee, his M.A. and Ph.D. from the University of Virginia. Prior to 1955 Dr. Campbell served as teacher, assistant principal, and principal of various elementary and high schools in Norfolk County, Martinsville, Augusta County, Bath County, and Lee County, all in Virginia. From 1955 to 1969, Dr. Campbell was associated with the Norfolk City Schools, serving as director of instruction, assistant superintendent for business and finance, and senior assistant superintendent. Most recently, he served as associate superintendent in Henrico County. Among the honorary and professional organizations, Dr. Campbell lists as his present and past memberships the following: Virginia Congress of Parents and Teachers, A.A.S.A., horace Mann League, and Phi Delta Kappa.

NO PICTURE AVAILABLE

GWENDOLYN E. KEAN is Acting Commissioner for Virgin Islands. She is a graduate of the Tuskeegee Institute (B.S.), the University of Chicago (M.A.), and is a candidate for the Ed.D. degree at New York University. Her experience includes junior and high school teacher in St. Thomas, elementary and secondary teacher in Chicago, and high school principal in St. Thomas. She has also served as Director of Secondary and Adult Education and Insular Superintendent for Curriculum and Instruction in the Virgin Islands before her appointment as Acting Commissioner in 1975.

FRANK B. BROUILLET is Washington State Superintendent of Public Instruction. Throughout his common school and college career in Washington, Dr. Brouillet was honored as both an outstanding athlete and academician. He received the B.A. degree, bachelor of education, and master's degree in economics from the University of Puget Sound. He earned his Doctor of Education from the University of Washington. From 1956 until his election as state superintendent in 1972, Dr. Brouillet served in the state legislature. During that time he served as caucus chairman, ranking member on the House Appropriations Committee, and for ten years was chairman of the Joint House/Senate Committee on Education. Experience includes public school and higher education teaching and administration.

BARBARA SIZEMORE is superintendent of the District of Columbia schools. She received a B.A. degree and M.A. degree from Northwestern University and is a candidate for a Ph.D. from the University of Chicago. Her professional experience spans a career of teacher, principal, and superintendent. She has been a consultant to the National Urban Coalition, Education Task Force, the State Commission on Undergraduate Education in the Education of Teachers, the AASA National Convention Planning Committee of 1973 and numerous school districts, conferences, and foundations. She served as AASA Associate Secretary prior to her present position.

DANIEL B. TAYLOR is State Superintendent of Schools in West Virginia. He obtained a Bachelor's Degree (B.A.) from the University of Iowa, at Iowa City; a Master's Degree (M.A.) and Doctorate (Ed.D.) from West Virginia University and has engaged in graduate study at the Harvard Graduate School of Education. Dr. Taylor has been a junior high school teacher in Iowa City, Iowa; a senior high school teacher in Connellsville, Pennsylvania; the Administrative Assistant to the Superintendent of Schools in Plainfield, New Jersey; the Assistant Superintendent of Schools for Instruction in Wood County, West Virginia, before serving for four years as Superintendent of Schools in Wood County. In addition to serving as State Superintendent of Schools and as Chief Executive Officer of the West Virginia Board of Education which is charged with the responsibility for all elementary, secondary and vocational education in the state, he serves as a member of the West Virginia Board of Public Works, the Board of Regents, Educational Broadcasting Authority, Commission on Aging, Commission on Mental Retardation, and Teachers' Retirement Board. He is a member of the Early Childhood Education Task Force of the Education Commission of the States, and is a member of the Board of Directors of the Council of Chief State School Officers.

BARBARA STORCK THOMPSON is Wisconsin's State Superintendent of Public Instruction. Dr. Thompson earned her B.S., M.S. and Ph.D. degrees from the University of Wisconsin and holds an Honorary Doctor of Humane Letters from Carroll College, Waukesha. She has served as a teacher, school psychometrist, reading specialist, curriculum coordinator, regional and state school supervisor, principal, school administrator, IGE state facilitator, and instructor of educational administration for the University of Wisconsin. She is a member of the University of Wisconsin Board of Regents, Higher Educational Aids Board, and State Board of Vocational, Technical, and Adult Education. Dr. Thompson is a personal active member in over 20 professional organizations including AASA; ASCD; NEA; NCAWE; ACEI: E/K/N/E; DESP: and Pi Lamba Theta, a national honorary society. Dr. Thompson serves on the Editorial Advisory Board of Education Digest and was recently nominated to *Who's Who in America, Who's Who of American Women, Who's Who in Government,* and *Leaders in Education.* Barbara is married to Dr. Glenn Thompson and they have two grown sons.

ROBERT G. SCHRADER, a native of Colorado, is Superintendent of Public Instruction for Wyoming. After serving in the U.S. Marine Corps during the Korean conflict, Dr. Schrader attended Westminster College and Park College in Missouri. He has served Wyoming as teacher, principal and superintendent, having earned both his master's degree and his doctorate from the University of Wyoming, where he also taught school finance. Professional activities include membership in the Education Commission of the States, AASA, Wyoming Association of School Administrators, Phi Delta Kappa and listing in *Who's Who in America* and *Who's Who in the West.*

BYRON HANSFORD is the Executive Secretary of the Council of Chief State School Officers in Washington, D.C. He had served previously as the commissioner of education in Colorado. He has also held the positions of high school teacher and principal, superintendent, professor of education, and deputy superintendent of public instruction. He is a past president of the Council of Chief State School Officers, and has served on several national and regional advisory boards for organizations and agencies interested in promoting education as well as writing and speaking extensively in the field of education. He received his B.S. degree from Southwest Missouri, his M.Ed. and Ed.D. degrees from the University of Missouri.

FORBES BOTTOMLY is the 1975 CSSO Institute Director. He is presently Professor of Education and Departmental Chairman at Georgia State University. Formerly he was executive director of the Metropolitan Planning Project of Boston. A graduate of the University of Montana (B.A.) and Washington State University (M.E., Ed.D.), he has served as Superintendent of Schools for Seattle and Jefferson County, Colorado. A Director of Research and Planning for Spokane Public Schools, an assistant professor at San Francisco State College, and Director of Research for the American School Publishing Corporation, have also marked his career. Before this, he served as a teacher and principal in Montana. He is a lecturer and consultant for numerous universities and school systems and is active in numerous organizations including the following: A.A.S.A., Educational Board, *Thrust Magazine,* Phi Delta Kappa, Phi Kappa Phi, Chamber of Commerce, National Conference of Christians and Jews, and Board of Trustees and Executive Board Pacific Science Center. Some of his latest writings include *School and Comprehensive Urban Planning;* "Toward an Affirmative Psychology of Urban Education," (*Thrust,* October 1971); and "How Seattle Gets Old Concepts Out of its System," (*Nations Schools,* 1967).

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PRICE M. COBBS, M.D., a psychiatrist, has written many articles on the dynamics and effects of racism, including a critically acclaimed best seller, *Black Rage*. A native Californian he received his B.A. degree at the University of California at Berkeley and a medical degree from Meharry Medical College in Nashville. He received advanced training in psychiatry from Mendocino State Hospital at Talmage, California, and Langley Porter Neuropsychiatric Institute in San Francisco. He is a diplomate of the American Board of Psychiatry and Neurology and a charter member of the International Association of Applied Social Scientists. One tool he has developed and is noted for is "Ethnotherapy," a clinical model capable of changing attitudes and assumptions that arise from racial differences.

ROY M. HALL is presently Dean of Education at Georgia State University in Atlanta. He is a graduate of Piedmont College, Emory University and Syracuse University (Ed.D.). His professional experience includes the following: teacher, principal, superintendent, and Director, Southwestern Cooperation Program in Educational Administration at the University of Texas at Austin. In 1961, he was appointed Assistant Commissioner for Research in the U.S. Office of Education. He has also served as Chairman, Curriculum and Instruction, University of Texas, and Dean of Education at the University of Delaware.

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ROBERT H. MCBRIDE was a member of the U.S. Delegation to the Organization for Economic Co-operation and Development Intergovernmental Conference on Teacher Policies in Paris 1974. He is currently Manager of Business Analysis for the Industrial Chemicals Department of E. I. du Pont de Nemours and Company. In education he has served as Vice President of the Mt. Pleasant District Board of Education, a member of the Delaware State Board of Education, and Trustee of the University of Delaware. In addition, he has served as Vice President and President-Elect of the National Association of State Boards of Education, a commissioner to the Education Commission of the States, and Chairman of the Policy Committee of the National Assessment of Educational Process.

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NO PICTURE AVAILABLE

GARRY L. MCDANIELS was a member of the U.S. Delegation to the Organization for Economic Co-operation and Development Intergovernmental Conference on Teacher Policies in Paris 1974. He is currently Assistant Director of the National Institute of Education. His experience in education includes Task Force Chairman, N.I.E. Task Force on Education Personnel, Acting Chief of Research and Evaluation, Follow Through Program, U.S. Office of Education, and Research Assistant for Congressman Marvin Esch, House Education and Labor Committee. He is a graduate of the University of Michigan with a Ph.D.

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NO PICTURE AVAILABLE

RALPH NADER received his undergraduate degree from Princeton University and his L.L.B. from Harvard Law School. From 1961 to 1963 he was adjunct instructor in history at the University of Hartford; he then served as an assistant to Assistant Secretary of Labor Daniel P. Moynihan in the Kennedy administration. In 1965 he authored the book *Unsafe at Any Speed,* giving an account of the designed-in dangers of American automobiles. The year 1969 saw Mr. Nader establish the Center for Study of Responsive Law—to work researching public interest issues of health and safety, air and water pollution, soil and food contamination, and corporate monopolies. His most recent publications include the following: co-author of *What to Do with Your Bad Car: An Action Manual for Lemon Owners;* updated edition of *Unsafe at Any Speed;* and *Who Runs Congress? The President, Big Business or You?.*

ALBERT SHANKER was a member of the U.S. Delegation to the Organization for Economic Cooperation and Development Intergovernmental Conference on Teacher Policies in Paris 1974. Presently, he is president of A.F.T. He has been president of New York City's United Federation of Teachers and New York United Teachers. A mathematics teacher, he headed the team which negotiated a merger of the A.F.T.'s New York state union with the statewide affiliate of the N.E.A. Mr. Shanker has made frequent contributions to such publications as *New Leader, Phi Delta Kappan, Saturday Review/World* and *Labor Review.*

WILLIAM L. SMITH was a member of the U.S. Delegation to the Organization for Economic Co-operation and Development Intergovernmental Conference on Teacher Policies in Paris 1974. He is presently Director, Teacher Corps, U.S. Office of Education. His past experience includes Associate Commissioner for Career Education and Acting Deputy Commissioner for Development in the U.S. Office of Education. He has also been Associate Commissioner for Educational Personnel Development, Acting Director of the Teacher Corps, Director of Division of School Programs, Bureau of Educational Personnel Development, and Chief, Career Opportunity Program, Branch DSP, BEPD, U.S. Office of Education. He has also been a principal, vocation guidance counselor, teacher, and social groupworker.

PHILIP B. SWAIN is Director of Educational Relations, Training, and Development, The Boeing Company, Seattle. His career in the fields of industrial relations and personnel development began in 1946. Until 1955 he held a series of positions at The Chesapeake and Ohio Railway Company. Over the past eighteen years at Boeing, he has served successively as Management Education Chief, Corporate Training Director, Assistant Director of Personnel, Director of Management Development, and—since 1971—in his current position. Mr. Swain's Boeing-related activities include having served as a member of the U.S. Chamber of Commerce's Advisory Panel on Manpower Training. Currently he is a member of the Executive Committee of the Industrial Relations Council of the Electronic Industries Association, and Chairman of that organization's Subcommittee on Management Development Practices. With a long-standing interest in public education, Mr. Swain has served since 1961 as a member of the Seattle School Board. He is immediate Past President of the National School Boards Association. He is also a past member of both the Steering and Executive Committees of the Education Commission of the States. Mr. Swain received his undergraduate degree from Dartmouth College, and an M.A. from Columbia University.

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